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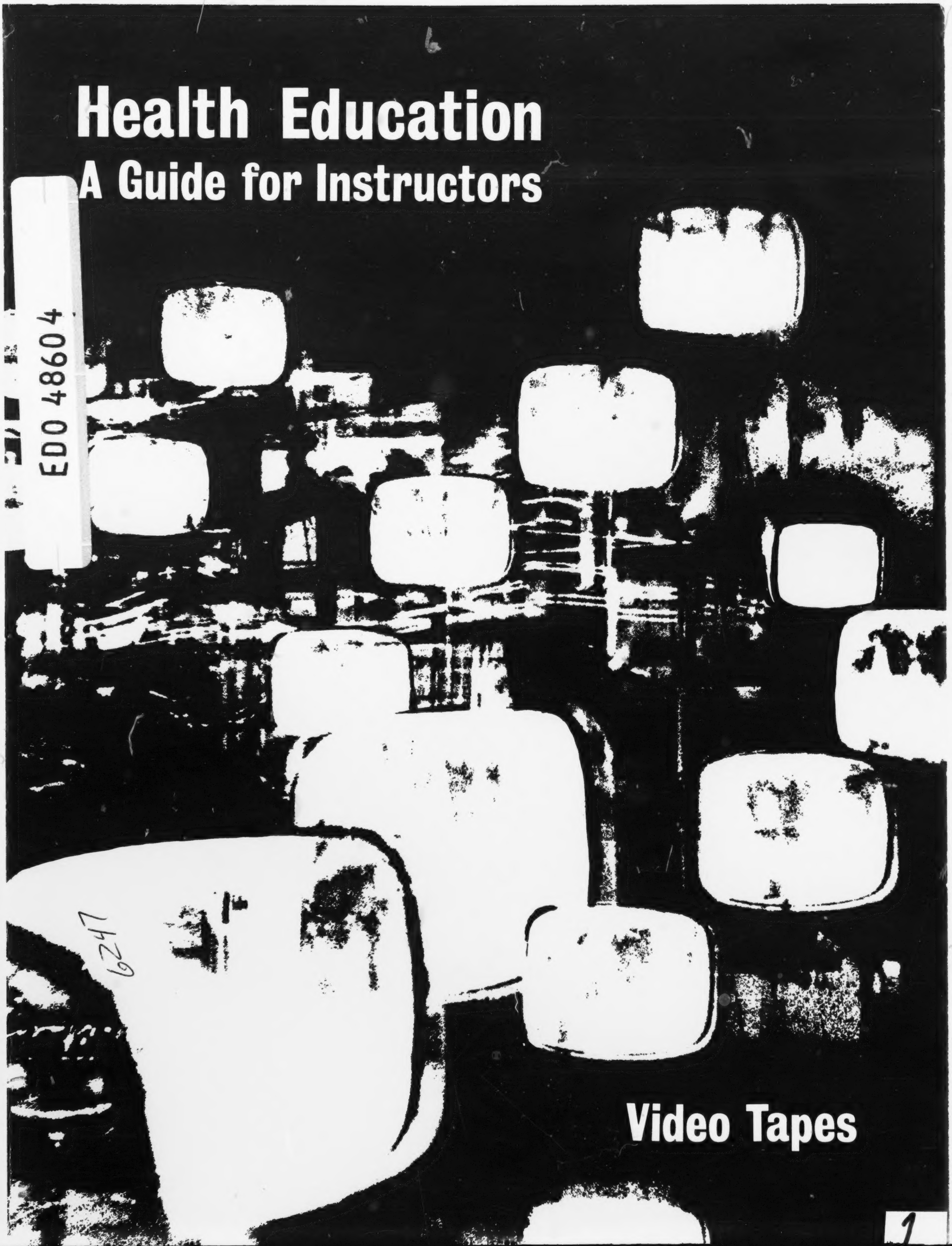
ABSTRACT

This study guide is designed to assist health coordinators and other school administrators in conducting inservice education programs in health education. Although school administrators and secondary school health teachers will find it valuable, the guide is intended primarily for elementary school teachers. The guidelines are based on a videotape series which was developed in relation to four Strands of a new health education syllabus. Physical health, sociological health problems, mental health, and environmental-community health are the four Strands, each of which is comprised of a series of specific videotape programs. Included for each program in the guide are suggestions to assist the teacher in viewing the tapes more effectively as well as suggestions for followup activities, which may be used with teaching children. (Author/TL)

Health Education

A Guide for Instructors

ED0 48604



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Video Tapes

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Health Education
A Guide for Instructors

HEALTH SCIENCES FOR TEACHERS

1 "IT'S UP TO YOU"

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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2 "HANDLE WITH CARE"

3 "EXPLORING MAN'S MIND AND EMOTIONS"

4 "AN APPLE A DAY"

CG 006 247

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Bureau of School Health Education
Bureau of Mass Communications
Albany, New York 12224

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FOREWORD

This study guide is designed to assist health coordinators and other school administrators in conducting inservice education programs in health education. Although school administrators and secondary health teachers will find the guide valuable, it is intended mainly for use by elementary school teachers.

The guidelines are based on the videotape series which was developed in relation to the Strands of the new health science education syllabus. There are suggestions to assist the teacher in viewing the tapes more effectively as well as suggestions for followup activities, which may be used with teaching children.

These programs in health education are available at no cost to all educational television stations, closed circuit and 2500 megahertz operations, and community antenna systems serving the schools of New York State.

The entire series of programs is also available for duplication onto slant track videotape. Information regarding this may be obtained from the State Education Department.

Mrs. R. Winifred Johnson, Associate in the Bureau of Health Occupations Education, (formerly of the Bureau of School Health Education) prepared the Study Guide from adaptation of materials developed by the following people:

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Bernarr Cooper
Chief,
Bureau of Mass Communications

"Assignments" and "Future Activities" are listed as suggestions only. Select one or more depending on the feasibility for use and availability, in your specific situation.

1

STRAND

PHYSICAL HEALTH

"It's Up To You"

Physical Health -
"It's Up to You"

Nine (½-hour videotapes)

For Use With Strand I, Physical Health,
of the Health Education Curriculum

Sub-Strands
Health Status
Nutrition
Sensory Perception
Dental Health
Disease Prevention and Control

Physical Health

"It's Up To You"

General Information*

There are nine programs in the series on physical health. Included are programs on vision, health, dental health, individual health status, and fitness and body dynamics.

These programs are intended to be used by:

(1) Elementary school teachers

(2) School administrators

(3) Secondary school teachers who have some responsibility for health education, although it is not their primary responsibility.

Purpose*

1. To provide school personnel with some basic information on each of the topics listed above.

2. To help teachers provide pupils with fundamental health information.

3. To help teachers and other school personnel to implement coordinated programs in health education at all levels.

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*From Study Notes in the videotape series prepared by the State University of New York for the Bureau of School Health Education of the New York State Education Department in cooperation with the New York State Department of Health.

Title: EVALUATING HEALTH (Videotape 1)

Purpose: To provide the teacher with basic information relative to the status of each child she may encounter.

General Content:*

This program emphasizes the need for teachers to be aware of and alert to the changes that take place in pupils. Further emphasis is placed on the responsibility of the school to teach children regarding the need to be aware of one's health status. It goes on to point out how various data are used in the prevention and control of disease.

There are indications of how the health status of individuals and groups of individuals is directly related to the health of society. Attempts are made to show how these data are collected, and how they are used. Some attention is given to the various procedures used in screening, physical examinations, and physical inspections.

Suggested Preparation for the Videotape Presentation:

A. By the class:

1. Be familiar with various health appraisal techniques.
2. Be prepared to discuss the meaning of evaluation as it relates to the health of the individual; to the community.
3. Be prepared to discuss the validity of radio and television advertisements of products designed to improve health.

B. By the instructor:

1. Prepare a display of health appraisal forms and other devices, i.e., check lists and rating scales, posture charts, Wetzel's grid, Meredith charts.
2. Have copies available of the New York State Education Law, Article 19, Section 901, concerning medical and health services packet. (Obtain from the New York State Education Department, Division of Pupil Personnel Services, Bureau of Health Services.)

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*From Study Notes

Suggested Activities After Videotape Presentation:

Discuss: The effects of poor health on learning.

Suggested Future Activities:

1. Invite a pediatrician to discuss: The Value of an Annual Health Examination.
2. Panel Discussion: "The School Health Program." Possible panelists - guidance counselor, school nurse-teacher, school doctor, school social worker, health educator, public health nurse, dental hygienist, nutritionist.

N.Y.S. Health Photo by M. Dixson

N.Y.S. Department of Health

These supplementary aids have not been evaluated. The list is appended for teacher convenience only, and teachers in the field are requested to critically evaluate the materials and to forward their comments to the Curriculum Development Center.

HEALTH STATUS*

Multimedia Resources

TEACHER REFERENCES (K-6)

Explanatory Note:
The multimedia materials in this listing include materials from many different curriculum strands. The nature of Health Status and its relationship to all curriculum strands make such a listing both desirable and necessary.

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Being six - 1st
Seven or so - 2nd
From eight to nine - 3rd
Going on ten - 4th
About yourself - 5th
About all of us - 6th

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Audiovisual Aids

Films K-3

Animal Babies Grow Up. Coronet. 11 min.
Beginning Posture Habits. Coronet. 11 min. sound.
Eat Well, Grow Well. Coronet. 11 min. sound.
How Billy Keeps Clean. Coronet. 11 min.
Kert Cleans Up. Coronet. 10 min.
Learning About Our Bodies. Coronet. 11 min. sound.
Living and Non-Living Things. Coronet. 11 min.
Playing Safely. Young America.
Playground Safety. Coronet. 10 min.
Primary Safety on the Playground. Coronet.
Safety on the Playground. EBF. 12 min.
Sleep and Rest. EBF. 6 min.
They Grow Up Fast. American Association of Health, Physical Education and Recreation. 27 min.
Your Body Grows. Coronet. 11 min.
Your Child's Health and Fitness. American Association of Health, Physical Education and Recreation.
Your Friend, the Doctor. Coronet. 11 min. sound.
Your Posture. Young America.

Filmstrips K-3

Fun on the Playground. EBF. b&w. #3180. 11 min.
Health Habits Series. Keeping Clean and Neat. EBF. #7660.
Learning About Living Things Series. EBF. #10970.
Safety on the Playground. EBF. color. #608. 14 min.
Your Sleep and Rest. EBF. color. #2154. 6 min.

Films 4-6

Breathing. EBF.
Care of the Skin. EBF. 11 min.

Cleanliness. McGraw-Hill. 12 min.
Cleanliness and Health. Coronet.
Digestion in Our Bodies. National Dairy Council.
Eating for Health. EBF. color. #808. 11 min.
Endocrine Glands. EBF.
Exploring Your Growth. Churchill-Wexler.
Fundamentals of the Nervous System. McGraw-Hill.
Growing Up. Pre-Adolescence. Coronet.
Growing Up, Day by Day. EBF. 11 min.
Healthy Feet. Coronet. 11 min.
Healthy Skin. Coronet. 11 min.
Heart, Lungs and Circulation. Coronet.
Keeping Clean and Neat. EBF. 11 min.
Let's Be Clean and Neat. Coronet.
Muscles and Bones of the Body. Coronet. 11 min.
Nutritional Needs of our Bodies. Coronet. 11 min.
Platform Posture. Young America.
Posture Habits. Coronet. 11 min.
Rest That Builds Good Health. Coronet.
Sleep and Health. EBF. 11 min.
The Doctor, EBF. 11 min.
Your Body During Adolescence. McGraw-Hill.
Your Body Grows. Coronet. 11 min.
Your Bones and Muscles. Jim Handy.

Filmstrips 4-6

Let's Stand Tall. Society for Visual Education.
Move Better, Play Better, Walk Better, Fitness Skills. McGraw-Hill.
Posture and Exercise. EBF.
Safety Tales. Walt Disney. color. #8790.
This Is Fun. Walt Disney. #8780.
Work and Play Together. McGraw-Hill.
You Are on Parade. Society for Visual Education.
Your Posture. McGraw-Hill.

Charts, Posters, Pamphlets

How Your Body Uses Food (with booklet). National Dairy Council.
My Growth Record. National Dairy Council. GB53.
Physical Fitness Poster. National Dairy Council.
Physical Growth Record for Boys-Girls. National Education Association.
Physical Growth Record for Girls. National Education Association.
Poets of the Body-Study Prints. 10 flat pictures. EBF. #5900.
Skeleton and Joints. chart. Atlanta, Georgia. ABC School Supply Incorporated.
The Four Food Groups. chart. National Dairy Council.
The John Hopkins Human Skeleton Model. chart. Atlanta, Georgia. ABC School Supply Incorporated.

Title: TOTAL FITNESS (Videotape 2)

Purpose: To show the interrelationship and interdependence of physical and mental fitness.

General Content:*

Attention is given to the relationship between growth and development and all factors related to individual effectiveness.

Attention is also given to the factors that influence total fitness, such as: (1) hereditary potentials, (2) nutrition, (3) mental and social factors, and (4) public and individual health measures. In this context, the concept that fitness is a total thing involving many factors is illustrated. Other factors given consideration as they relate to the influence of fitness and dynamics are personal hygiene, individual differences, and the types and amounts of physical activity in which one becomes involved.

Suggested Preparation for the Videotape Presentation:

A. By the class:

1. Review the systems of the body. Be prepared to discuss how a disturbance in one system may affect one or more of the other systems.
2. Be familiar with the "Physical Fitness Program" in your school.
3. Research Project: Topic: "The Health Status of the American People." (See report of the National Health Survey; Statistical Abstract)

B. By the instructor:

1. Plan a series of exercises to show the interrelationship of the body systems. (One example: to show the relationship between the cardiovascular and the respiratory systems: Count the pulse and respiratory rates of one member in the class both before and after jogging in place for 1 minute.)
2. Prepare an exhibit showing various factors involved in health care, nutrition, sleep, rest, relaxation; care of the skin, fingernails and hair; care of the feet.

Suggested Activity Following the Videotape Presentation:

Have physical education teacher discuss the physical fitness program in schools.

*From Study Notes

Suggested Future Activities:

1. Visit a community health facility such as a neighborhood health center, health department.
2. Seminar - "How health is affected by the following factors":
    a. urbanization
    b. automation and technology
    c. changing values
    d. social status
    e. housing and living conditions
    f. unemployment
    g. income
    h. mobility of the population
3. Compare the health status of the American people with those in selected number of foreign countries.

Suggested References

See videotape 1.

Title: DENTAL HEALTH (Videotape 3)

Purpose:

1. To understand various factors responsible for the maintenance and promotion of dental health.
2. To understand the scope of dental health problems.
3. To understand some of the conditions involving the teeth and other structures of the mouth.

General Content.*

This program brings in the significance of government health programs and how these have been successful in combating dental health problems. The dental health status of the Nation and the world are discussed, including such areas as: (1) tooth decay, (2) malocclusion, (3) periodontal diseases, and (4) the costs of some of the programs related to these problems, and how each individual relates to these problems.

There is some attention given to reviewing the oral structures, the temporary and permanent teeth, and the functions of these.

Attention is given to the kinds of dental health problems, the school's responsibility in education regarding these problems, and how each individual relates to these problems. Also shown is how these oral health problems may be broad in scope and can be serious if not given proper attention.

Suggested Preparation for Videotape Presentation:

A. By the class:

  1. Keep a record of all the foods you eat, including inbetween snacks, for 1 week. Analyze your diet, listing those foods which are beneficial to your teeth; those which are not. Indicate why.
  2. Review the structure and function of the teeth.
  3. Make a survey of research studies done on the effectiveness of fluoridation since 1950.
  4. Prepare a paper. Topic: "The interrelationship of physical, mental, and emotional factors on dental health."
  5. Collect advertisements on dental health. Analyze their validity.

B. By the instructor:

  1. Have available charts of the teeth and the oral cavity.
  2. Have available models of the teeth; casts from an orthodontist.
  3. Have X-rays available; braces.
  4. Prepare a toothbrush display.

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*From Study Notes

5. Prepare a display pertaining to:
    a. promotion and maintenance of dental health
    b. halitosis, dental decay, and other conditions.

Suggested Activities Following the Videotape Presentation:

1. Invite a dentist to discuss conditions involving the teeth, gums, and supporting structures.
2. Lecture - demonstration by a dental hygienist on the care of the school-age child's teeth.

Suggested Followup Activities:

1. Visit a dental clinic.
2. Develop a teaching unit on dental health for a specific grade level.

Dental Health Bibliography Grades K-3*

BOOKS

Dorian, Marguerite. The alligator's toothache. Lothrop, Lee, and Shepard. 1962. $2.75.
Garn, Bernard. A visit to the dentist. New York. Grosset & Dunlop. 1959.
Green, Carla. I want to be a dentist. Chicago. Children's Press. 1960. $1.50.
Jubolier, Ruth. Jack's dental checkup. Chicago. Melmont Publishers. 1961. $1.85.
Kessler, E. L. I have twenty teeth - do you? New York. Dodd, Mead & Co. 1962. $1.56.
McCloskey, Robert. One morning in Maine. Viking Press. 1959. $2.25.
Showers, Paul. How many teeth. New York. Thomas Y. Crowell Co. 1962. $2.35.

CHARTS AND POSTERS

Armed to the teeth. Florida Citrus Commission. Lakeland, Fla.
Begin early. National Dairy Council, Program Service Dept., 111N. Canal Street, Chicago.
Big Pains. Travelers Insurance Co., Hartford, Conn.
Brush your teeth, eat good foods, visit your dentist. National Dairy Council.
Elementary school posters. A.D.A. set of four, (16 1/4 x 12 1/2) $0.60, (3 1/2 x 4 1/4) - free.
Look, Mom - no cavities. Proctor and Gamble Co., Cincinnati 1, Ohio.
Swish and Swallow poster. A.D.A. paper - $0.25, laminated - $3.50.
Teeth. American Dental Society, 211 East Chicago Avenue, Chicago, Ill. 60611.
They're your teeth. National Dairy Council.
Toothbrushing chart. American Dental Association. (21 x 25 1/2 inches) $0.65.
Toothbrushing wall chart. Pepsodent Division, Lever Brothers Co., Cambridge, Mass.

FILMSTRIPS

Billy meets Tommy Tooth. National Apple Institute, Washington 5, D. C. b&w. captions. $1.
Brush up on your teeth. Stanley Bowmar Co. color. script. $5.
Let's visit the dentist. Society for Visual Education, 1345 Diversey Pkwy., Chicago. color, captions. $5.50.
Strong teeth. Stanley Bowmar Co. color. captions. $7.
Ten little people and their teeth. Stanley Bowmar Co. Valhalla N.Y. color. $5.
The loose tooth. Reed Clark Co., 4989 Jamesville Road, Dewitt, N.Y. 13214. color. $3.75.

*These resources are found in the prototype curriculum materials published by the State Education Department. For additional materials, see Strand I Health Status.

FILMS

Gateway to health. National Apple Institute.
How teeth grow. Encyclopaedia Britannica Films, Inc., 1150 Wilmette Ave., Wilmette, Ill.
It doesn't hurt. Coronet Instructional Films.
Project teeth. American Dental Association.
Save those teeth. E.B.F.
Teeth are to keep. E.B.F.
Tommy's day. Young America Films.
Winky the watchman. American Dental Association.
Your teeth. Young America Films.

Dental Health (Grades 1 - 3)

BOOKS

Dorian, Marguerite. The alligator's toothache. Lothrop, Lee and Shepard. 1962. $2.75.
Garn, Bernard. A visit to the dentist. New York. Grosset & Dunlop. 1959.
Green, Carla. I want to be a dentist. Chicago. Children's Press. 1960. $1.50.
Jubolier, Ruth. Jack's dental checkup. Chicago. Melmont Publishers, Inc. 1961. $1.88.
Kessler, E. L. I have twenty teeth - do you? New York. Dodd, Mead, and Co. 1950. $1.56.
McCloskey, Robert. One morning in Maine. The Viking Press. 1959. $2.25.
Showers, Paul. How many teeth. New York. Thomas Y. Crowell Co. 1962. $2.35.

PAMPHLETS FOR CHILDREN - (Available from the American Dental Association, 211 East Chicago Avenue, Chicago, Ill. 60611.)

I'm going to the dentist.
A visit to the dentist.
The friendly ghost, Casper, and the friendly dentist. a 16 page, 5 x 7 comic book in color, (25 for $2.25), (50 for $4.), (100 for $7.).

FILMSTRIPS - (Available from American Dental Society, 211 East Chicago Avenue, Chicago, Ill. 60611.)

Billy meets Tommy Tooth. 40 fr. color.

Brush up on your teeth. 29 fr. color. guide.
Cutters, tearers, crushers, and grinders. 56 fr. color. guide. 33 1/3 record.
Johnny's magic toothbrush. 43 fr. color. speech notes.
Let's visit the dentist. 42 fr. color. guide.
Michael and the dentist. 23 fr. color. 45 record.
Tale of a toothache. 35 fr. color.
Ten little people and their teeth. 35 fr. color. speech notes.
Tips on tooth care. 31 fr. color. guide.

FILMS - (Available from American Dental Society, 211 East Chicago Ave., Chicago, Ill. 60611.)

Billy meets Tommy Tooth. b&w. sound. 4 1/2 min.
Dottie and her dad. b&w. sound. 4 1/2 min.
Dottie and the dentist. b&w. sound. 4 1/2 min.
Maxwell, boy explorer. color. sound. 4 1/2 min.
Taro's adventure in health. color. sound. 18 min.
The beaver's tale. color. sound. 4 1/2 min.
What do we know about teeth? color. sound. 14 1/2 min.

(Available from Health Film Library, New York State Department of Health, 84 Holland Ave., Albany, N.Y. 12208.)

Dental Health: how and why. color. sound. 10 min.
Teeth are to keep. color. sound. 11 min.

CHARTS AND POSTERS - (Available from American Dental Society, 211 East Chicago Ave., Chicago, Ill. 60611.)

Elementary school posters. 16 1/4 x 12 1/2 in. set of four, $0.60.
Swish and swallow poster. paper - $0.25, laminated - $3.50.
Toothbrushing chart. 21 x 25 1/2 in. $0.65.

RESOURCE MATERIALS FOR TEACHERS - (Available from American Dental Association, 211 East Chicago Ave., Chicago, Ill. 60611.)

Dental health facts for teachers. 1966. 32 pp.
Diet and dental health. 1963. 12 pp.
Fluoridation facts. 1965. 24 pp.
Orthodontics: questions and answers. 1962. 12 pp.
Teaching dental health to elementary school children. Perry Sandell. 32 pp. $0.75.
Toothbrushing. 1965. 6 pp.

You can prevent tooth decay. 1961. 12 pp.
Your child's teeth. 1962. 16 pp.
Your guide to oral health. 1964. 20 pp.

PERIODICALS - (Available from the American Dental Association.)

A.D.A. clipsheet. issued 2 or 3 times a year. free on request.
Fluoridation reporter. bimonthly. free on request.
The journal of the American Dental Association. monthly. $12.yearly.

Title: HOW WE PERCEIVE (Videotape 4)

Purpose:

1. To understand the nature of vision
2. To understand the principles underlying the care of the eyes.
3. To understand the interrelationship of man's senses and the environment.

General Content:*

One of the basic concepts presented in this program is "the only contact one has with his environment is through the senses." The purpose of the senses, how to protect the senses, and the general care of the senses are given considerable attention. What we know about ourselves is limited to the neural basis of perception, how destruction or malfunctioning of a sense can give us false and misleading information about our environment, and how interpretation of the world about us is dependent upon the proper functioning of the senses. The interrelationship of all the senses is pointed out.

The nature of vision, including a review of the structure of the eye and how it functions under normal circumstances is discussed. Attention is given to visual acuity, testing, refractory errors, and how these may be corrected. Discussion also revolves around the general care to be given the eyes and the kinds of medical and nonmedical specialists available to the individual for eye examination, advice on care of the eyes, and proper treatment needed.

Suggested Preparation for Videotape Presentation:

A. By the class:
    1. Review refractive errors and the method of correction.
    2. Review the types of eye specialists.
    3. Determine the type and kind of eye accidents that occur in your school.
    4. Identify reasons for use of eyeglasses in addition to correction of refraction errors, e.g., prevention of accidents.
    5. Review the structure and function of the eye.
    6. Distinguish between visual acuity and visual perception. Provide examples showing visual perception, e.g., show how parallel lines of equal length can appear to be of different lengths.

B. By the instructor:
    1. Have available
        a. Snellen Chart and other tests used for vision screening

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*From Study Notes

        in the schools.
    b. An occluder.
    c. Glass and plastic eyeglasses; corrective; sunglasses; protective glasses as in industry, motorbiking, skiing.
2. Prepare visual aids on the care of the eyes.

Suggested Activities Following Videotape Presentation:

Discussion: The psychological implications involved in the wearing of eyeglasses and contact lenses.

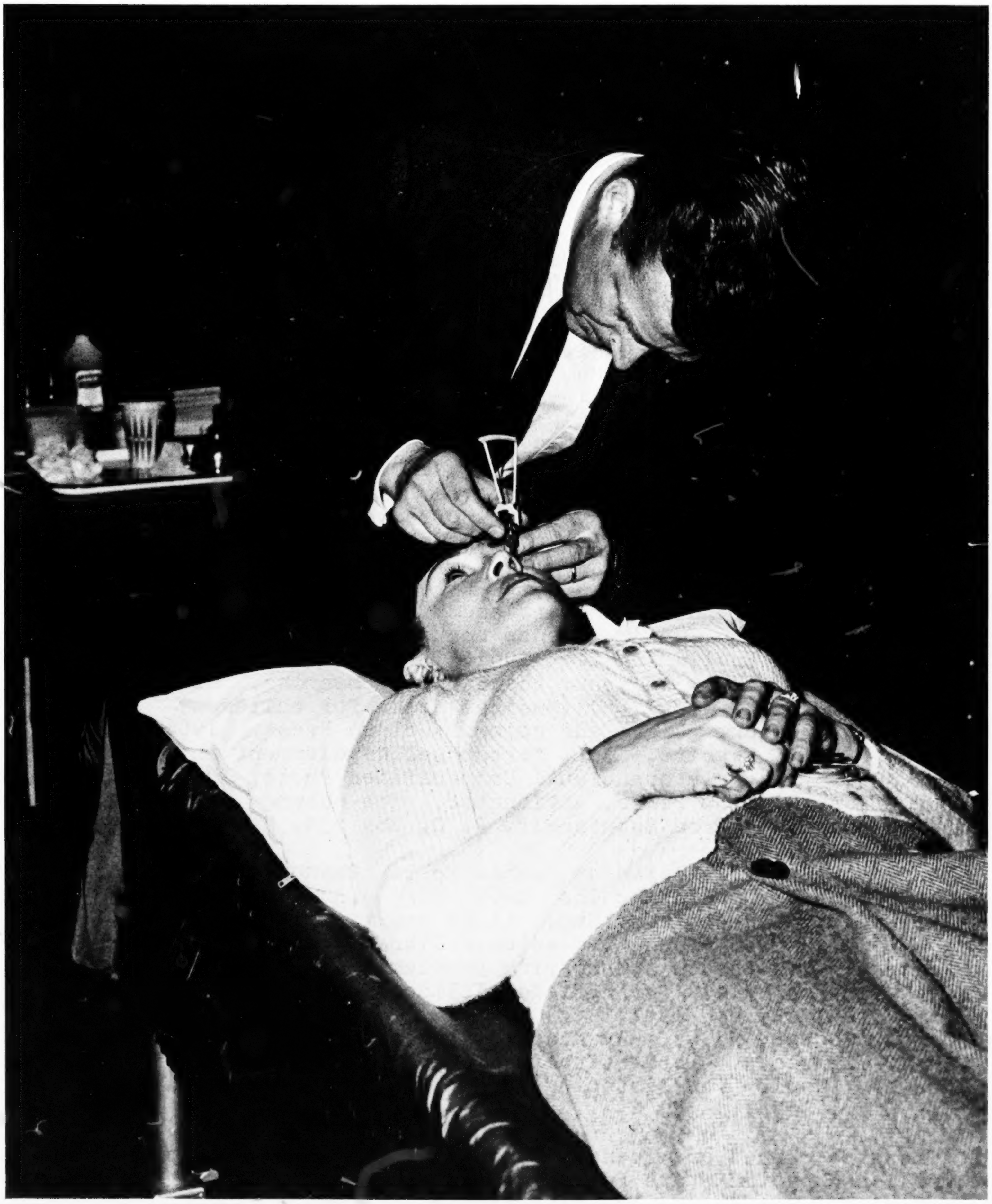
Discuss reasons for difficulties in visual perception.

Suggested Followup Activities:

1. Guest speaker: school nurse-teacher. Topic: "The Sharing Role of the Teacher and the School Nurse-Teacher in the School Eye Health Program."
2. Experiments - Develop learning activities for specific grade levels showing what happens to the individual when each one of the senses is lost, e.g., blindfold one of the participants. Accompany her to lunch and return. (The necessary precautions should be taken to prevent any mishap.) Have her relate her experiences.

Additional Resources:

1. World Health Organization.
2. New York State Education Department, Bureau of Health Services.
3. New York State Education Department, Bureau for Physically Handicapped Children.
4. New York State Health Department.
5. American Foundation for the Blind, 15 West 16th Street, New York, New York.



N.Y.S. Health Photo McGaughan

REFERENCES (Grades 4, 5, and 6)*

It is suggested that teachers preview their materials before using; they have not been previewed by the State Education Department.

BOOKS

Adler, Irving & Adler Ruth. Your eyes. New York. The John Day Co. 1963. (P)

Your ears. New York. The John Day Co. 1963. (P)

Aliki. My five senses. New York. Thomas Y. Crowell Co. 1962.(P)

Anderson, D. S. Junior science book of sound. Champaign, Illinois. The Garr Press. 1962. (P)

Brinton, Henry. Sound. New York. Golden Press. 1966. (P)

Cole, E. L., Cole, E., Appleyard L. & Reed C. Living today. Health Safety Science 5, 6. Wichita, Kansas. McCormick Mathers Publishing Co., Inc. 1958. (Workbook-P)

Cramet, Charles. Light and sight. New York. Abelard Schuman. New York. 1963. (Light and Optics Adv.-P)

Crinkshank, W. M., ed. Psychology of exceptional children and youth, Ind. Ed. Englewood Cliffs, New Jersey. Prentice Hall, Inc. 1963. (T)

Davis, Hallowell & Silverman, S. R. Hearing and deafness; rev. ed. New York. Holt, Rinehart and Winston, Inc. 1964. (P)

Ferauolo, R. V. Junior science book of light. Champaign, Illinois. Garrard Publishing Co. 1961. (P)

Fryer, Judith. How we hear; the story of hearing. Minneapolis, Minnesota. 1962 (P) (Medical books for children).

Healy, Frederick. Light and color. Golden Press. 1966. (P)

Kidd, O. H. & Revoire, J. L. Perceptual development in children. New York. International Universities Press, Inc. 1966. (T)

Mann, Ida, M. D. & Perie, Antionette. The science of seeing. Available from Sportshelf. P. O. Box 634. New Rochelle, New York. (P)

Montgomery, E. R. Alexander Graham Bell. Champaign, Illinois. Garrard Publishing Co. 1963. (P) (A discovery book).

Muller. C. C. & Rudolph, Mae. Light and vision. New York. Time, Inc. 1966 (P) (Life science library).

Palmer, C.E. Speech and hearing problems; a guide for teachers and parents. Springfield, Illinois. Charles C. Thomas Publishers. 1961. (P)

Sands, George, M. D. Why glasses; the story of vision. Minneapolis, Minnesota. Lerner Publications. 1955. (P)

Showers, Paul. The listening walk. New York. Thomas Y. Crowell Co. 1961. (P)

*These resources are found in the prototype curriculum materials published by the State Education Department. For additional materials, see Strand I Health Status.

Vail, Derrick, M. D. The truth about your eyes. The Crowell-Collier Publishing Co. 1962. (T.P)

Wheatley, G. M. & Hallock, G. T. Health observation of school children; 3rd ed. New York. McGraw-Hill Book Co.,1965. (T)

White, Terry Ann & Lietz, Gerald, S. M. D. Windows of the world. Champaign, Illinois. Garrard Publishing Co. 1961. (P)

PAMPHLETS, BULLETINS, CHARTS

Bureau of Health Services, University of the State of New York, State Education Department. Albany 12224.

- Testing the vision of school children. A position paper. 9 pages
- The Snellen test for visual acuity. Instruction for administration
- Information bulletin. Color vision and testing for color perception
- Leisure time and eye accidents
- School lighting and vision
- Educational aspects of the conservation of vision program
- The school eye health program - 7 pages
- Why and how the Snellen Test does the job of visual testing in schools
- The school program for the conservation of hearing
- Pure tone audiometer screening tests

New York State Department of Social Welfare. Eye Health Service. Commission for the Blind. 270 Broadway, New York. First aid to save sight.

Better Vision Institute. What is 20/20 vision. 650 Fifth Avenue, New York.

Sonotone Corporation. Of the human ear and charts of the ear and hearing. Elmsford, New York.

Canfield, Norton. You and your hearing (no. 315) New York. Public Affairs Pamphlet. 1961.

Marco Company, Inc. 21 N. Third Street, Minneapolis, Minnesota 55401 (Current Literature)

Rennei, Eleanor. The hard of hearing child and his teacher. New York. League for the Hard of Hearing.New York, N.Y. 1964.

Zenith Radio Corporation. Hearing Aid Division. 6501 Grand Avenue. Chicago, Ill. 50635

FILMS

Hear better, healthy ears. Coronet
See better, healthy eyes. Coronet
Your ears. Young America
Your eyes. Young America
How the eye functions. Knowledge Builders

Five senses. Association Films
Our senses; what they do for us. Coronet
Eyes and vision. E. B. E. C.
Sound and how it travels. Basic Physical Science Program New York State
Your ears. McGraw-Hill
Sound for beginners. Coronet
Health skin. Coronet
Sense perception. Part I, Part II. M.I.

FILMSTRIPS

What is sound? McGraw-Hill
You and your ears. E. B. E. C.
You and your five senses. E. B. E. C.
Your nervous system. McGraw-Hill
Your sense of smell and taste. E. B. E. C.
Your sense of touch. E. B. E. C.

STUDY PRINT

How the eye works.
Parts of the body. E. B. E. C. Series no. 5900
The ear
The nose and throat

CURRICULUM OUTLINE

New York State Elementary Science Curriculum. State Education Department. Albany 12224.

ORGANIZATIONS AND AGENCIES

Alexander Graham Bell. Association for the Deaf, Inc. 1537-35 St., N. W. Washington, D.C.
American Hearing Society. 919-18., N. W. Washington, D.C.
American Medical Association. 535 N. Dearborn Street, Chicago, Illinois.
American Speech and Hearing Association. 1101 Connecticut Avenue, N. W. Washington, D. C.
Better Vision Institute. 650 Fifth Avenue, New York.
Blind Work Association. 18 Court Street, Binghamton 13901.
Bureau of Health Service. State Education Department. Albany 12224.
Bureau for Physically Handicapped. State Education Department, Albany 12224.
League for the Hard of Hearing, 71 West 23 Street, New York 10010.
New York State Department of Health. Bureau of Medical Rehabilitation, Albany 12224.

New York State Department of Social Welfare. Commission for the Blind - Eye Health Services, 270 Broadway.
National Society for the Prevention of Blindness. 16 East 40 Street, New York.
The John Tracy Clinic. 806 West Adams Boulevard, Los Angeles, California 90007.
United States Department of Health, Education and Welfare. Washington, D. C.
American Optical Company

Title: VARIATIONS IN VISION (Videotape 5)

Purpose:

1. To understand some of the conditions which interfere with the normal vision.
2. To understand the fallacies of the misconceptions held concerning the eye and vision.

General Content:*

This program concentrates on the kinds of eye defects and diseases that may occur. Some of the major causes of blindness are presented, including those caused from disease, as well as from injury. Common eye infections are discussed.

Attention is given to the common misconceptions found among the general population from the so-called benefits of "eye exercises" to medications for "sore eyes" and "weak eyes." Color vision is illustrated with some explanations of how color perception is possible.

Suggested Preparation for Videotape Presentation

A. By the class:

   1. Review the structure and function of the eye.
   2. List some of the observations the teacher can make that would be indicative of some type of eye condition in the pupils.

B. By the instructor:

   1. Prepare an exhibit showing various conditions involving the eye.
   2. Have available
      a. charts and models of the eye.
      b. eye medications bought "over the counter."
      c. eye cosmetics, e.g., regular, hypo-allergenic.

Suggested Activities Following the Videotape Presentation:

1. Discuss topics:

   a. Individuals to consult for eye problems.
   b. The advantages and disadvantages of regular classroom vs. the specialized school for blind children.
   c. The psychological aspects involved in conditions of the eye.
   d. What adjustments are necessary in the school for the child with an eye condition?

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*From Study Notes

    e. In what ways can the sighted child and the blind child be of mutual benefit to each other?
    f. What are the reasons for differences in visual perception?

Suggested Future Activities:

1. Invite the school nurse-teacher to discuss:
    a. first aid measures used in the care of the eyes. (Demonstrate where feasible.)
    b. types of eye problems found in the school.
    c. rehabilitation measures.
2. Visit a school for the blind.
3. Guest speaker: consumer education specialists: "Eye Health Frauds."
4. Develop a program on eye safety in the school.

Suggested References:
(Same as Tape 4)

Title: HOW WE HEAR (Videotape 6)

Purpose:

1. To understand the importance of the promotion and maintenance of health of the ear.
2. To understand the structure and function of the ear.
3. To understand the importance of hearing in the learning process.

General Content:*

A demonstration of how hearing takes place, pointing out key structures for reception and interpretation of sound, is presented. There is also some discussion on how hearing is related to the proper growth and development of each individual, and of the influence of hearing or lack of hearing on the learning process.

Attention is given to the kinds of problems that can interfere with hearing (such as wax, infections, and physical damage to the structures controlling hearing). Along with this is some discussion of the kinds of people who have training in proper testing, diagnosis, and treatment of the ears and hearing. Some attention is given to the techniques of testing and screening that may be used in evaluating hearing. General care and hygiene are also considered.

Suggested Preparation for Videotape Presentation:

A. By the class:
    1. Review the structure and function of the ear.
    2. Review the types of ear specialists.
    3. Review signs of ear problems.

B. By the instructor:

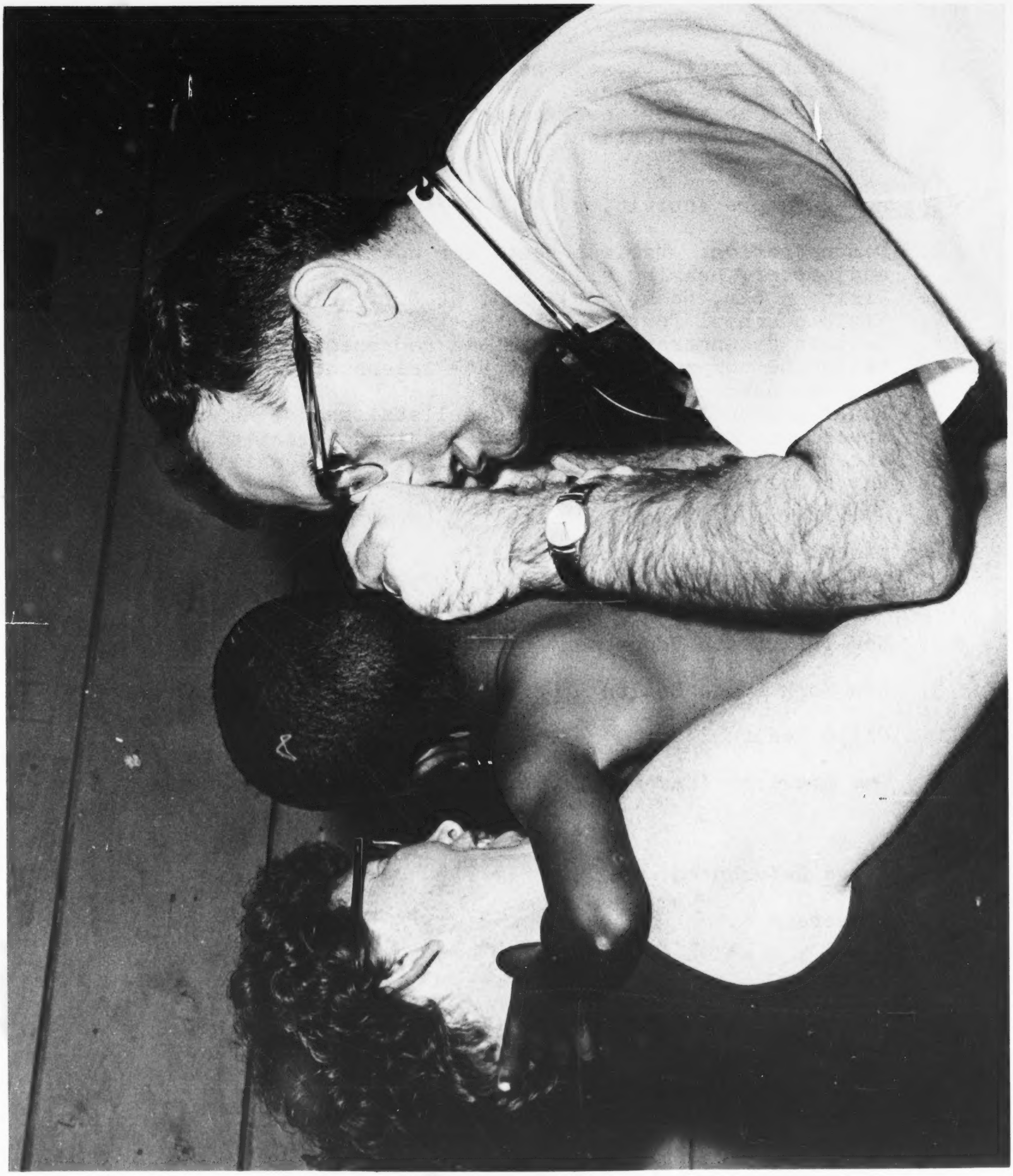
    1. Have available:
        a. charts and models of the ear.
        b. different types of hearing aids.
    2. Prepare a display showing various conditions involving the ear.

Suggested Activities Following Videotape Presentation:

1. Discuss topics:

    a. Psychological implications in impaired hearing and in deafness.
    b. Safety factors in care of the ear.
    c. Disorders of the equilibrium.

*From Study Notes



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   d. Relationship between hearing and the development of speech and language.
   e. Noise abatement programs.
   f. Consumer protection.

Suggested Future Activities:

1. Demonstration: Various tests for hearing, e.g., use of audiometer; hearing aids.
2. Visit an Ear, Nose, and Throat (E.N.T.) clinic or hospital.
3. Visit a school for the deaf.
4. Lecture demonstration: Invite a representative from the telephone company to demonstrate telephone equipment designed for the hard-of-hearing.
5. Panel discussion - Possible panelists: school nurse-teacher, speech and hearing specialist, reading specialist, audiologist, etc. Topic: "Prevention, Treatment, and Rehabilitation of Ear Problems."

Additional Resources:

1. American Telephone Company
2. New York State Department of Social Sciences
3. New York State Health Department, Bureau of Maternal and Child Health
4. The American Academy of Ophthalmology and Otolaryngology

Suggested References:

See videotape 4.

Title: Nutrition and Health Education - The Primary Grades (Videotape 7)

Purpose:

1. To provide teachers with basic information in the field of nutrition.
2. To demonstrate the types of learning experiences in the school and in the community that can be used in teaching nutrition to children in the primary grades, K-3.

General Content:

This is the first in a series of three videotapes on nutrition education. This videotape demonstrates the conceptual approach in teaching. Specific concepts are discussed and different ways in which they can be developed in the classroom and in the community are shown.

Stress is given to the development of positive attitudes in children toward food and eating by providing experiences in which there is an interaction between the student and materials in the environment. Internalization within each student of the experiences provided is expected to result in the acquisition of concepts difficult to attain through traditional methods of rote learning.

Attention is given to differences among people in food selections and food habits, the need for a variety of foods, the need for "a beginning understanding" of the relationship between food, health, and growth and family influences on the development of attitudes towards foods and eating.

Suggested Preparation for the Videotape Presentation:

A. By the class:

1. Review the "Basic 4" nutrition guide.
2. Review the growth and development of the child up through the primary grades.

B. By the instructor:

1. Prepare an exhibit of teaching materials that can be used for this age group. (charts, posters, artificial foods)
2. Have available several references on nutrition education, such as recent newspaper clippings, magazines, books. (See references listed)

Suggested Activities after Videotape Presentation:

1. Discussion: What is the meaning of concept; of conceptual teaching?
2. What characteristics of the child at this age can be used to advantage in developing learning experiences?
3. Which of the senses were involved in the examples shown? Discuss.
4. Are there additional concepts that can be included? Discuss.

Suggested Future Activities:

1. Develop a resource unit on the places in the community that can be used for field trips, e.g., zoological parks, farms, food processing industries, etc.
2. Plan for "United Nations" feast days. Ask parents of different cultural groups to prepare a specific dish representative of their country. Children and parents could be asked to wear clothes typical of their country. One or more countries can be used on any given day.
3. Develop a unit teaching plan for parents of primary grade children.
4. Interdisciplinary committee work. Have committees work with representatives from such areas as social studies, science, art, music, nutrition, etc., to develop an integrated teaching unit for nutrition education.
5. Role play: A parent and his child who refuses to eat a specific food.
6. Watch television commercials, children's programs, etc., for a specified period of time. Record those which relate to foods. What techniques are used to appeal to children?

MULTIMEDIA RESOURCES*
TEACHER REFERENCES

SOURCE	+ITEM
David C. Cook Publishing Co. Elgin, Illinois 60120	1. Food and Nutrition Teaching Pictures. Set of 12 poster-size pictures. Packets of small pictures for taking home are also available, each picture with a letter to parents and a rhyme printed on the back. Each packet of small pictures contains five of each picture; you will need one packet for each five children.
Consumer and Marketing Service U. S. Department of Agriculture Washington, D.C.	1. Dan and Sue Meet the Friendly Foods (coloring book) (Note: The book is not available in quantity but a single copy may be ordered, and the book can be reproduced locally.) 2. The Good Foods Coloring Book (free)
National Dairy Council Address requests to regional offices: The Administration Building Room 106 Menands Regional Market Albany, N. Y. 12204 834 Front Street Binghamton, New York 13905 812 Kenmore Avenue Buffalo, N. Y. 14216 202 E. 44th Street New York, New York 10017	BOOKLETS: Ice Cream Is Good. 40-page Booklet, 2-page teacher's guide. Copy and simple illustrations tell about how ice cream is enjoyed in family meals and what goes into ice cream. 15 cents. Where We Get Our Food. 20-page booklet, teacher's guide. Explains where we get dairy foods, fruits, vegetables, eggs, cereals, and meat. Artwork depicts foods in their natural environment and workers who help bring food to us. 25 cents. My Friend the Cow. 36-page booklet, teacher's guide. The history of milk and where it comes from, planned for preschool and kindergarten children. 15 cents Uncle Jim's Dairy Farm. 24-page booklet, teacher's guide. Depicts daily living on a dairy farm. 18 cents.

*These references are found in the New York State health education curriculum Strand I Physical Health K-3.

(Dairy Council regional offices continued)

P. O. Box 1335
Poughkeepsie, N. Y. 12601

249 Highland Avenue
Rochester, N. Y. 14620

101 E. Darlington Road
Syracuse, N. Y. 13208

More Milk, Please! 20-page booklet, teacher's guide. Shows the importance of our milk supply and the interdependence of rural and urban areas. Questions are used to help the child find out more about production, processing, distribution, and consumption of milk. 15 cents.

Growing Up. 16-page booklet. Drawings and rhyme depict everyday experiences and point out proper food and health habits. 8 cents.

OTHER MATERIALS:

Food Models 171 life sized, color photographic models of foods, and teacher's guide. $3.00 per set.
Film: Uncle Jim's Dairy Farm.
Dairy Farm Panorama Kit. Wall panel, including 15 black and white photographs; record; teacher's guide. Panel shows overall view of dairy farm, while individual pictures show inside farm buildings and help children see more about life on a dairy farm. Record has farm sounds. $2.00 per kit.
Urban Panorama Kit. Wall panel, 16 black and white sketches, record, and teacher's guide. Gives overall view of the city, including supermarket and shoppers. $2.00 per kit.
Posters: More Milk, Please! Six posters, 20 X 16 inches. Tell the story of milk from the farm to the table. 75 cents per set.
Poster: Join Us For Lunch. Poster 15 X 19 inches. Designed to create favorable attitudes toward school lunch, 15 cents.
Tag: How I Grow. Colorful tag, 5 1/2 X 3 inches. For recording height and weight of children. 2 cents.

Set of Materials: What Did You Have for Breakfast This Morning? Poster (35 cents), activity piece (8 cents), and teacher's guide (20 cents). Poster shows youngsters from different ethnic groups. Activity piece for individual use reproduces the poster and provides space for menu planning. Teacher's guide tells about food habits in the countries of the children pictured.

Scott Foresman & Co.
99 Bauer Drive
Oakland, New Jersey 07436

A Child's Pictionary. For kindergarten or pre schoolers, just beginning to learn to read. Shows pictures and the words for the item pictured. Good selection on food items.

"Kenny Learns about Food and Mother." From Health For All, Book 3. Reprinted from Kenny and Jane Make Friends by Elizabeth Vreeken. Oceana Publications, Inc. Dobbs Ferry, N. Y. 1963.

SOURCE	ITEM
	Floor Puzzle: Breakfast. 36" X 24" sturdy fiberboard puzzle. Brightly colored and delightfully drawn picture of family eating breakfast, in the form of a large jigsaw puzzle. $10.20.
	Farm in the Zoo. 33 1/3 record and set of color pictures depicting farm animals and the sounds they make. From "Foundations for Learning Series."
Department of Foods and Nutrition New York State College of Home Economics Cornell University Ithaca, New York	The Story of Henry J. Whodoesn'tknowwhattoeat by Karen Fimbel.

FOR THE TEACHER

BOOKS

1. Eppright, E., Pattison, M., & Barbour, H. Teaching nutrition; 2nd edition. Ames, Iowa. Iowa State University Press. 1963.
2. Leverton, M. Food becomes you. Garden City, New York. Dolphin Books, Doubleday & Company, Inc. 1961. (Paperback, $.95) See especially chapter XIII, "The first dozen years."
3. McWilliams, M. Nutrition for the growing years. New York. John Wiley & Sons, Inc. 1967.

PERIODICAL ARTICLES

1. Sliepcevich, E.M. & Creswell, W.H. "A conceptual approach to health education: implications for nutrition education." American Journal of Public Health. 58: 684. April 1968.
2. Spencer, M. "Teaching while cooking with young children." Head start newsletter 3. No. 7. November, 1968.

LEAFLETS AND BOOKLETS

1. A source book on food practices. National Dairy Council. Focuses on food habits, how they develop, factors which influence them -- with emphasis on children and adolescents. $.15.
2. Animal feeding demonstrations for the classroom. National Dairy Council. $.30.

3. Food before six. National Dairy Council. Useful for work with parents. $.10.
4. Closing the nutrition gap: the child nutrition act of 1966. Washington, D. C. U. S. Department of Agriculture, Consumer and Marketing Service. U. S. Government Printing Office. 1967.

For work with parents:

1. Do you know a classroom when you see it? Denver, Colorado. American School Food Service Association, 4101 East Iliff Street. Leaflet describes the role of school lunch in promoting health and in nutrition education. First 6 copies free, additional ones $.04 each.
2. Your school lunch program. Albany, New York 12224. The State Education Department; School Lunch Supervision.

Title: Nutrition and Health Education - The Intermediate Grades
(Videotape 8)

Purpose:

1. To provide teachers with basic information in the field of nutrition.
2. To demonstrate the kinds of experiences that can be integrated into the school room for nutrition education in the intermediate grades, 4-6.

General Content:

This is the second in the series of three videotapes on nutrition education. The point is stressed that concepts cannot be taught "by telling" them in the classroom. Students must be actively involved in the learning process, interacting with their environment.

This videotape portrays many schoolroom scenes showing ways in which subject matter areas (science and social studies) can be integrated into nutrition education. In social studies, for example, interrelationships between nutrition and socioeconomic factors in different cultures can be shown. Obtaining essential nutrients in different cultural groups, in different parts of the world in different periods of history has been well demonstrated. Similarly, childrens' interest at this age level in experimentation can be used to advantage by involving the children in a variety of laboratory experiments on food and the meeting of body needs. Emphasis is placed on individual differences and the fact that there are many gradations of "the average" or "the normal."

Suggested Preparation for the Videotape Presentation:

A. By the class:

   1. Review the anatomy and physiology of the digestive system.
   2. Review the "Basic Four" Nutrition Guide.
   3. Review the relation between adequate nutrition and the effect on the body, as in:
      a. dental health
      b. growth and development
      c. skin, hair, and nails
   4. Review growth and development for this age group.

B. By the instructor:

   1. Provide a world map for class use as needed.

N.Y.S. Health Photo by M. Dixson

2. Prepare a bulletin board showing some of the conditions resulting from lack of adequate nutrition.
3. Provide nutrition reference materials. (see listing)

Suggested Activities after Videotape Presentation:

Discuss

1. What concepts are developed in this videotape?
2. Were the goals stated in the videotape met? If so, state your reason(s) for thinking so; if not, state how you feel they could have been met.

Suggested Future Activities:

1. Committee work - List several specialty foods characteristic of different ethnic and cultural groups in the United States. Develop a report showing the interrelationship about such aspects as socioeconomic, political, and religious.
2. Collect several weight-reduction plans. Analyze them for nutritional adequacy.
3. Project - Have any class member record his or her weight. Keep a daily record of food and liquid intake for 1 week (if feasible.) Summarize the caloric intake. Keep a daily record of all physical activities, e.g., sitting, walking, running. Calculate the daily expenditure of energy. At the end of the specified time period, summarize the food intake and energy expended. This will help the individual estimate whether or not too little, or too much, food is consumed according to the amount of energy expended.
4. If there are several cultural groups in the class, ask each member to write out a typical menu for a week representative of his culture.
    a. Analyze for nutritional adequacy.
    b. What are the implications for teaching children about "well-balanced" meals?
5. Discuss the interrelationship of the physical, mental, emotional, and social aspects of the individual and family on food selection and food patterns.
6. Develop a menu for one or more days for individuals with different needs, such as:
    a. An elderly, "stay-at-home" individual
    b. An individual with a specific food allergy
    c. Welfare recipient
7. Committee: Prepare a report on the types of foods most typically used in selected countries.
8. See Strand I, Physical Health - Nutrition 4-6 for additional suggestions, especially laboratory experiments designed for children.

TEACHING AIDS*

BOOKS

Sebrell, W. H., Haggerty, J. J., & the Editors of LIFE. Food and nutrition. (From the LIFE Science Library) Time, Inc., New York, 1967.

BOOKLETS AND LEAFLETS

Animals that give people milk. National Dairy Council, Chicago, Illinois. (For Dairy Council materials, contact the Dairy Council office serving your area.)

Food for fitness: a daily food guide. U. S. Department of Agriculture, Washington, D.C., Leaflet #424.

The great vitamin mystery. National Dairy Council.

Hey kids! get aboard the good ship vitamin C! Florida Citrus Commission, Lakeland, Florida.

How your body uses food. National Dairy Council.

Your daily bread and its dramatic history. American Institute of Baking, 400 E. Ontario Street, Chicago, Illinois 60611.

FILMSTRIPS

How food becomes you. National Dairy Council.

The power of food. National Livestock and Meat Board, 36 S., Wabash Avenue, Chicago, Illinois 60603

FILMS

The cell: structural unit of life. Coronet Films. 10 minutes, black and white. (available from Cornell University Film Library for $2.00 rental fee).

Miracles from agriculture. U S. Department of Agriculture, Washington, D.C. 13 1/2 minutes, color. (available from Cornell University Film Library for $1.50 rental fee).

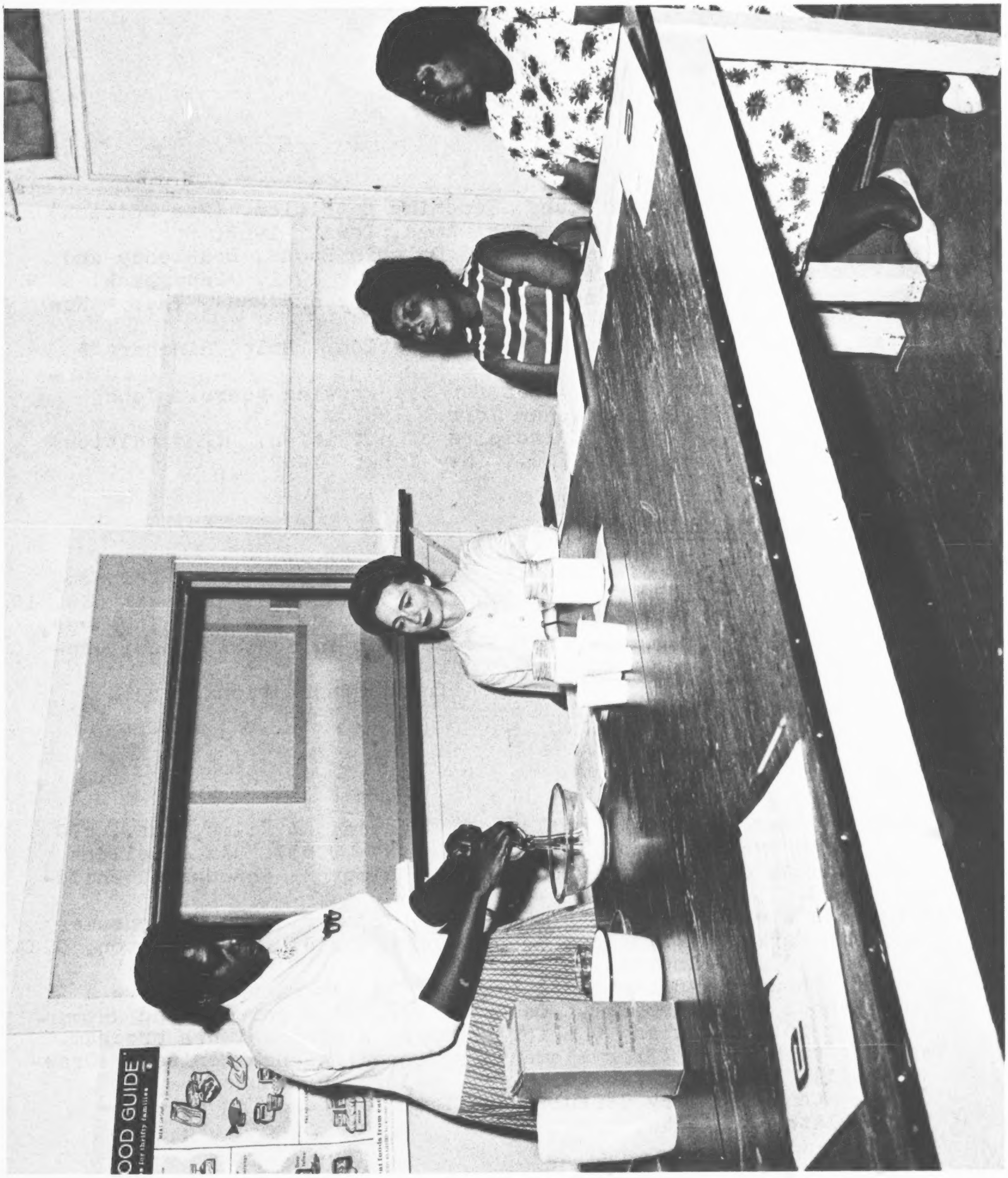
Science and superstition. Coronet Films. 10 minutes, black and white. (available from Cornell University Film Library, Roberts Hall, Ithaca, New York 14850, for $1.50 rental fee).

You and your food. Walt Disney Productions (Available from Film Library, New York State Health Department.) Depicts basic four food groups.

MAGAZINE ARTICLE

"Eating in space: it's no picnic up there." LOOK, July 15, 1969, Page 58.

*These references are found in the New York State health education curriculum Strand I Physical Health 4-6.



N.Y.S. Department of Health

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Lowenberg, et al. Food and man. John Wiley and Sons, Inc., New York. 1968.
Martin, E. A. Nutrition education in action. Holt, Rinehart & Winston, New York. 1963.
McWilliams, Margaret. Nutrition for the growing years. John Wiley and Sons, Inc., New York. 1967.
Wilson, Fisher, & Fuqua. Principles of nutrition. (2nd edition) John Wiley and Sons, Inc., New York. 1963.

BOOKLETS AND LEAFLETS

American Medical Association, 535 North Dearborn Street, Chicago, Illinois 60610. Vitamin supplements and their correct use. 10¢
American School Food Service Association, P. O. Box 10095, Denver, Colorado 80210. Nutrition education in school lunch. Useful for work with parents.
National Dairy Council. Animal feeding demonstrations for the classroom. 30¢

FILMS

Growth and development in children. Association Films, Inc., 600 Grand Avenue, Ridgefield, New Jersey 07657. An excellent general overview of growth and development throughout childhood.
It happens every noon. U. S. Department of Agriculture, Consumer and Marketing Service, School Lunch Division, Washington, D. C. 13 1/2 minutes, color.

Shows how urban and rural schools can manage to have a school lunch program. Good for work with parents and community in stimulating the formation of a school lunch program.

Teaching techniques (from Elementary School Science Series) McGraw-Hill, Inc. Hightstown, N. J. Color, 19 minutes.

Contains very useful guidelines for teaching science-related subjects.

PERIODICAL ARTICLES

Sliepcevich, E. M., & Creswell, W.H. "A conceptual approach to health education: implications for nutrition education." American Journal of Public Health. 58: 684 (April 1968).

Title: Nutrition and Health Education - The Secondary Grades
(Videotape 9)

Purposes:

1. To assist the teacher in helping students understand the interrelationship and interdependence of food, environment, and health.
2. To demonstrate practical ways in which students may be assisted in applying nutrition knowledge to their daily living.

General Content:

This videotape is the third in a series of three nutrition education videotapes. Emphasis is placed on involving students in the learning process and on helping them analyze specific situations in which their nutrition knowledge can be applied.

The Basic Four Food Grouping has been the traditional criteria used for food selection in recent years in the United States. The point is made, however, that the "Basic Four" should be regarded only as a "tool" or guide, and that criteria used in other countries should be studied to see how people's nutrient needs are being met. Attention is also given to special problems, such as improving the nutritional status of low income and specific ethnic groups, the pregnant adolescent, space travelers, and those having weight control problems.

Suggested Preparation for the Videotape Presentation:

A. By the class:

1. Review growth and development of this age group. Be prepared to discuss nutrient needs.
2. Be prepared to evaluate the adequacy of the "Basic Four Food Group." What factors should be considered?
3. Review the basic body types - endomorph, mesomorph, exomorph.
4. Distinguish between "enriched" and "fortified" foods.

B. By the instructor:

1. Have available copies of
   a. pertinent legislation, such as The Child Nutrition Act of 1966.
   b. occupational handbooks with information on nutrition and related occupations.
2. Provide a world map.

Suggested Activities after the Videotape Presentation:

Discuss

1. What are the nutrient needs of students in the secondary grades (junior high school, senior high school)?
2. What is the importance of nutrition and its relationship to the individual and his environment?
3. What is the significance of the "Basic Four Food Group" as the criteria for food selection in the United States? in selected countries?

Suggested Future Activities:

1. Discuss
   a. the implications of the findings of the most recent national nutrition survey in the United States. Compare with the findings of previous surveys of the 1940's and 1950's. What conclusions can be drawn?
   b. the periods of high nutrient needs in the male's life span; in the female's.
   c. reasons for controlling weight.
   d. current consumer controversies, such as packaging of meat and produce, dating of canned foods, etc.
   e. meeting the nutrient needs of the fetus; the infant (other age groups as desired).
   f. pros and cons of subsidizing farmers not to produce food.
   g. overpopulation and food supplies throughout the world.
   h. the effects of poor nutritional status on learning.
2. Obtain current figures on the food allowance for a welfare recipient in your county. Prepare an adequate menu for a week.
3. Invite a member of a community welfare organization to discuss the food stamp program in his or her community. Compare with previous food assistance programs. Discuss possible alternatives.
4. Panel discussion. Topic: Assessing the nutritional status of the individual. Invite representatives such as a general practitioner, (or an obstetrician, a gerontologist, or pediatrician) dentist, public health nutritionist, etc.
5. Roleplay: A parent deriding his teenager about his dietary habits.
6. Report (if practical). Have a class member who has recently visited a foreign country discuss differences in availability and variety of foods; any precautions necessary for eating and specific foods.
7. Invite a group of teenagers to discuss
   a. concerns such as obesity, acne, weight control diets, etc.
   b. relationship of nutrition to sports; to child rearing.
8. Committee work. Set up committees to work with science teachers

to develop a guidebook of laboratory experiments to demonstrate nutritional problems. (A comparable project can be developed with literature and art teachers.)

9. If feasible, visit a farm or invite a farmer to discuss the advantages and disadvantages of operating a small farm.
10. Compare the infant mortality rate according to race and economic level in the United States; compare with that of selected foreign countries.
11. Invite a representative from the health department to discuss regulations governing restaurants and other public eating places; hospitals and other institutional kitchens; food handlers.
12. Ascertain statistics on pregnancy in teenagers in New York State; in the United States. What are the implications for nutrition education programs?
13. You are part of a United States health team sent to improve the health status in a specific foreign country. In introducing a nutrition education program, what are some of the factors to be considered?
14. Invite a physician to discuss briefly various diseases in which dietary factors play a contributory role in the prevention and/or treatment of conditions such as coronary heart disease, peptic ulcer, diarrhea, and dysentery, or other conditions.
15. Develop a resource unit on Nutrition in Space.

STRAND 2

SOCIOLOGICAL HEALTH PROBLEMS

"Handle With Care"

Sociological Health Problems - "Handle With Care"

(eight, ½-hour videotapes)

For Use With Strand II, Sociological Health Problems, of the Health Education Curriculum

Sub-Strands
Smoking and Health
Alcohol Education
Drugs and Narcotic Education

Sociological Health Problems

"Handle with Care"

General Information *

There are eight programs in this series on drugs, chemicals, tobacco, and alcohol. Each tape may be used separately if desirable. It is recommended, however, whenever possible that all materials be used in a well-planned inservice program.

These programs are intended to be used by:

(1) Elementary school teachers.

(2) School administrators.

(3) Secondary school teachers who have some responsibility for health education, although it is not their primary responsibility.

(4) Some of the programs may be used with parent groups as a part of adult health education programs and with law enforcement agencies.

Purpose *

1. To present some basic information relative to the kinds of drugs available and their uses.
2. To help teachers appreciate present-day uses, misuses, and abuses of drugs.
3. To provide teachers with a basis for developing concepts regarding the psychological, sociological, and pharmacological implications of drug use and abuse among America's youth.
4. To help teachers understand the nature of alcohol and its uses.
5. To appreciate the nature, extent, and the role of education in solving the problems related to alcohol abuse and alcoholism.
6. To stimulate action regarding the education of children and youth about tobacco as a major health hazard.

*From Study Notes in the videotape series prepared by the State University of New York for the Bureau of School Health Education of the New York State Education Department in cooperation with the New York State Department of Health.

Title: NATURE OF DRUGS (Videotape 1)

Purpose:

1. To appreciate present-day uses, misuses, and abuses of drugs.

2. To understand the kinds of drugs available and their uses.

General Content:*

This program provides information regarding (1) the types of drugs, (2) the kinds of drugs, (3) the sources of the more common drugs, and (4) the uses of drugs in modern society. The effects of substances on the nervous system, along with the general nature of chemical substances that are frequently misused or abused by young people and adults, are presented.

Comparisons, distinctions, and basic definitions of hallucinogens, depressants, and stimulants are discussed in some detail. Effort is made to clarify, as well as to distinguish between, medical uses of drugs and nonmedical abuses of drugs.

Suggested Assignment in Preparation for the Videotape:

A. By the class:

1. Prepare a paper on the functions of drugs. Classify and discuss the general action and effect of drugs on the nervous system.

2. Evaluate TV commercials concerning drugs for 1 week preceding the videotape presentation for:
    a. purpose of the drug.
    b. method of presentation of the information, e.g., animation.
    c. techniques used to establish validity of the claims for the drug, e.g., graphs, charts.
    d. evidence, or implication, of encouragement of self-diagnosis and self-medication.
    e. statement concerning the need for a physician's visit if symptoms persist.

B. By the instructor:

1. Have reference books available, such as, The United States Pharmocopoeia, etc.
2. Have pamphlets and charts from pharmaceutical companies, health department, etc., available showing the effect of drugs on the body.

*From Study Notes

N.Y.S. Health Photo by M. Dixson

3. Have chart available showing a comparison of mortality rates for various communicable diseases in 1900 with those of the present. Show the relationship to the introduction of immunizing and other drugs.

4. Provide pamphlets on drugs.

Suggested Activities Following the Videotape Presentation:

1. Discuss the precautions necessary for consumer consumption of drugs.
2. The effectiveness of immunizations in the decline of communicable diseases since 1920.

Suggested Future Activities:

1. Have each participant develop a unit teaching plan according to a specified grade level.
2. Visit a local laboratory to see how drugs are tested.

N.Y.S. Health Photo by M. Dixson

DRUGS AND NARCOTICS*

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*Currently being revised. These resources are found in the prototype curriculum materials published by the State Education Department. For additional materials, see Strand II Sociological Health Problems.

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  - "Narcotic usage, part 2: a historical perspective on a difficult medical problem." Zinberg, N. & Lewis, D. May 14, 1964. (Vol. 270, No. 20). p. 1045.
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  - "Treatment of narcotic addiction." Editorial. April 1, 1965 (Vol. 272, No. 13). p. 693.

Title: HISTORY OF DRUGS (Videotape 2)

Purpose:

To understand the psychological, sociological, and pharmacological implications of drug use and abuse.

General Content:*

This program traces the uses of drugs by man from early civilization to the present. An attempt is made to show how man, from the beginning, recognized the psychological, as well as the physiological effects of chemicals on the mind and body of the user. Also noted are the moral, religious, and magical implications of drug use by various societies.

Examples of the efforts of various agencies (educational, medical, and legal) to control improper use of these drugs are explained. In relation to the pharmacological, sociological, and psychological effects of these chemicals, the causes of dependence on drugs--tolerance, addiction, habituation--are presented. Successes and failures in these control attempts are indicated.

Suggested Assignment in Preparation for the Videotape:

A. By the class:

1. Prepare a historical report on the uses of drugs by man from early civilizations to the present.

B. By the instructor:

1. Prepare an exhibit of photographs of:
    a. materials used by addicts
    b. narcotic addicts in need of "a fix"
2. Have references available, such as drug addiction pamphlets, etc.

Suggested Activities Following the Videotape Presentation:

Discuss the underlying factors involved in the development of drug abuse, drug habituation, and drug dependence.

Suggested Future Activities:

1. Discussions:

    a. Invite a representative from your regional office of the Federal Food and Drug Administration to discuss the role of this Federal agency in safeguarding the drug consumer.

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*From Study Notes

b. Invite a narcotic squad agent to discuss:
   1. role of his agency in the control of drug traffic.
   2. the incidence of crime related to the use of drugs in the community.

c. Invite an ex-narcotic addict from a local narcotic rehabilitation center for a "dialogue."

d. Have a panel discussion by the class on a current controversial issue concerning the use of drugs, e.g., "Should marijuana be legalized?"

e. Be prepared to discuss the underlying factors involved in the development of drug abuse, drug habituation, and drug dependence.

2. Have each class member prepare visual aids that would be useful for a specific grade level.
3. Roleplaying: A parent has just been told that his 13-year-old son is "sniffing glue."
4. Visit the narcotic treatment unit in a local hospital.
5. Compare the seriousness of the problem of misuse of the barbiturate with that of the misuse of the opiates.
6. Prepare a list of the names and functions of agencies involved in the protection of the drug consumer.

Suggested References:

See videotape 1.

Title: ATTITUDES TOWARDS DRUGS (Videotape 3)

Purpose:

1. To understand the scope of the drug abuse problem.
2. To appreciate the need for emphasis on the prevention of the drug problem.
3. To understand the change in society's attitude toward the drug problem.

General Content:*

Emphasized in this program are the sociological problems related to drug abuse, the social actions being taken, and the social agencies most concerned with these problems. Some distinctions between the medical and legal viewpoints regarding this abuse problem are presented.

Further emphasis is placed on how society has changed its approach to solving the problem of drug abuse and addiction, as well as its attitudes towards the addict and the ways he is treated.

Followup treatment, societal understanding, and the role of education in the success of treatment and rehabilitation are given proper attention.

Suggested Assignment in Preparation for the Videotape:

A. By the class:

  1. Prepare a paper comparing the handling of the drug problem in Britain and the United States.
  2. Prepare a list of agencies and their functions in the total drug picture.

B. By the instructor:

  1. Have available copies of legislation concerning drugs, such as:
     a. Federal Food, Drug and Cosmetic Act, 1938.
     b. Include the Kefauver-Harris Amendment, 1962.
     c. Harris-Dodd Amendment.
     d. Harrison Narcotic Act, 1914.
     e. State Mental Hygiene Laws-Section 200 of the Laws of 1966.
     f. Public Health Laws of the State of New York (Chapter 323, Article 33A, Chapter 918)
  2. Have available reference books.

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*From Study Notes

Suggested Future Activities:

1. Panel discussion on ways of preventing drug abuse and narcotic addiction. Possible panelists are clergymen, school psychologist, parent, educator, representative of a community agency (health department, narcotic addiction center, etc.), local pharmacist.
2. Have two debating teams to discuss opposite viewpoints on the adequacy of current legislation.
3. Field trip: visit one of the "Halfway Houses" for narcotic addicts. Discuss other innovations in the rehabilitation of addicts.
4. Develop a plan for a workshop on drugs for the local PTA.
5. Develop a set of school policies concerning:
   - a. drug pushers
   - b. drug users
   - c. those found possessing drugs

Suggested References:

See videotape 1.

Title: NATURE OF ALCOHOL (Videotape 4)

Purpose:

To understand the types and uses of alcohol.

General Content:*

A discussion of methyl and ethyl alcohol is presented. The other kinds of alcohol are mentioned for informational purposes. How these are alike and different is stressed.

This program gives the basis for (1) medicinal, (2) industrial, and (3) beverage use of alcohol. Factors influencing use, various controls necessary, and cultural influences are explained. How attitudes relating to the use of alcohol have changed with time is also presented.

To show similarities and differences regarding industrial and beverage alcohol, the manufacturing processes for alcohol, especially beverage alcohol, are indicated. Distinctions relative to fermentation, brewing, and distillation are discussed.

Suggested Preparation for Class:

1. By the class:
   a. Prepare a list of the uses of alcohol in industry and in medicine.
   b. Give the alcoholic content of a list of products found commonly in any household.

2. By the instructor:
   a. Prepare bulletin board with magazine and newspaper articles related to accidents and the excessive use of alcohol.
   b. Provide references for legislation related to alcoholism 1913 to present.

Suggested Activities Following Videotape Presentation:

Debate - "Pros and cons" of the use of alcohol socially.

Suggested Future Activities:

Discussion:
a. Discuss the topic: "Should there be a uniform law in all states controlling the use of alcoholic beverages?"
b. Discuss the topic: "Would Prohibition work in the United States today?"

*From Study Notes

ALCOHOL EDUCATION*

Supplementary Information

BOOKS

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Atkins, A.J. & Gwynn, J.M. Teaching alcohol education in the schools. Macmillan. 1959.
Bier, W.C. Problems in addiction; alcohol and drug addiction. Fordham University Press. 1961.
Block, M.A. Alcoholism, its facets and phases. John Day. 1965.
Chafetz, M.E. Alcoholism and society. Oxford University Press. 1962.
_____Liquor: the servant of man. Little, Brown. 1965.
Clark, N.H. The dry years; prohibition and social change in Washington. University of Washington Press. 1965.
Courville, C.B. Effects of alcohol on the nervous system of man. San Lucas Press, Los Angeles. 1955.
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Gellman, I.P. The sober alcoholic; an organizational analysis of A.A. New Haven. College and University Press. 1964.
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Jones, Howard. Alcoholic addiction; a psycho-social approach to abnormal drinking. Tavistock Publication, London. 1963.
Karpman, Benjamin. The alcoholic woman. The Linacre Press, Washington, D.C. 1956.
Lee, H.W. How dry we are, prohibition revisited. Prentice-Hall. 1963.
Lolli, Giogio. Social drinking -- how to enjoy drinking without being hurt by it. Cleveland World Publishing. 1960.
Lucia, S.P. A history of wine as therapy. Lippincott. 1963.
Maddox, G.L. & McCall, B.C. Drinking among teen-agers -- A Sociological Interpretation of Alcohol Use by High School Students. New Brunswick, N.J. Publication Divisions, Rutgers Center of Alcohol Studies, Distributed by College and University Press, New Haven. 1964.
Mann, Marty. New primer on alcoholism. Rinehart. 1958.
McCarthy, R.G. Teen-agers and alcohol -- A Handbook for the Educator. Publications Division, Yale Center of Alcohol Studies. 1956.
_____Alcohol education for classroom and community. McGraw-Hill. 1964.
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Nash, Harvey. Alcohol and caffeine -- A Study of Their Psychological Effects. 1962.

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*Currently being revised. These resources are found in the prototype curriculum materials published by the State Education Department. For additional materials, see Strand II Sociological Health Problems.

Patrick, C.H. Alcohol, culture and society. Durham. Duke University Press. 1952.
Pickett, Deets & Wilson, G.T. The cyclopedia of temperance, prohibition and public morals. New York and Cincinnati. The Methodist Book Concern.
Pittman, E. Alcoholic personalities. Exposition Press. 1965.
Roveche, Berton. The neutral spirit, a portrait of alcohol. 1960.
Sinclair, Upton. The cup of fury. Great Neck. Channel Press. 1956.
Todd, Frances. Teaching about alcohol. McGraw-Hill. 1964.
Washburne, Chandler. Primitive drinking -- a study of the uses and functions of alcohol in preliterate societies. New York. College and University Press.
Whitney, E.D. The lonely sickness. Boston. Beacon Press. 1965.
Williams, R.S. Alcoholism, the nutritional approach. Austin. University of Texas Press. 1959.
Yale School of Alcohol Studies. Alcohol, science and society - 29 Lectures. 1945.

FILMS

Alcohol in the human body. Sid Davis Productions, 14 minutes, color.
Alcohol is dynamite. Sid Davis Productions, 11 minutes, black and white.
The alcoholic criminal. N.E.T. (Indiana University), 30 minutes.
Alcoholism. E. B. F. State Health Department, 22 minutes.
The bold faces the facts. WCTU, 1730 Chicago Avenue, Evanston, Illinois, 13 minutes.
The bottle and the throttle. Sid Davis Productions, 10 minutes, color.
The brain is the reason. WCTU, 1730 Chicago Avenue, Evanston, Illinois, 20 minutes.
Family affair. WCTU (Colorado University), 10 minutes.
Friendly enemy. WCTU (Colorado University), 20 minutes.
Highball highway. Charles Cahill Association, 5746 Sunset Blvd., Hollywood, California, 12 minutes.
I am an alcoholic. McGraw-Hill (Brigham Young University), 17 minutes.
It's best to know. Onondaga Council on Alcoholism, Syracuse, New York, 8 minutes, black and white.
The mixer. M.R.A. Mutual Insurance Co., Columbia, Missouri, 10 minutes.
Nightmare of the bold. U. S. Air Force, 8900 Broadway, St. Louis, Missouri, 53 minutes.
None for the road. McGraw-Hill, 16 minutes, black and white.
Out of orbit. M-S-B-A Michigan State Board of Alcoholism, 14 minutes, color.
Problem drinkers. MGH - State Health Department, Film Library, 19 minutes.
Should you drink? McGraw-Hill - University of Illinois, 22 minutes, black and white.

The silent witness. W.M.S. Merrill Co., Cincinnati, Ohio, 28 minutes.
To your health. N.Y.S. Department of Mental Hygiene, 10 minutes, color.
What about alcoholism. McGraw-Hill T.F., 11 minutes.
What about drinking. Young America Films, available from Department of Mental Hygiene, Film Library, 11 minutes.

FILMSTRIPS

Drinking, drugs, and driving. McGraw-Hill, 30 frames.

ALCOHOL EDUCATION

PAMPHLETS

- Aaron, J.E. & Shafter, A.J. Springfield, Ill. The police officer and alcoholism. 1963.
- Alcoholics Anonymous. 337 East 33rd St., New York City, N.Y.
    - A.A. and the medical profession. 1955.
    - The alcoholic employee. 1952.
    - The alcoholic husband. 1962.
    - Alcoholism and illness. 1962.
    - A clergyman asks about alcoholics. 1961.
    - A guide to 12 steps of A.A.
    - A letter to a woman alcoholic. 1954.
    - Questions and answers to sponsorship. 1958.
    - Spiritual milestones in A.A.
    - This is A.A. 1953.
    - Tranquilizers, sedatives, and the alcoholic. 1961.
    - Young people and A.A.
- Alcoholism and Drug Addiction Research Foundation of Ontario. Toronto, Canada. It's best to know about alcohol. (May be obtained from the New York State Department of Mental Hygiene). 1961.
- MacKay, J.R. Problem drinking among juvenile delinquents, crime and delinquency. January 1963.
- Moreland Commission on A.B.C. Law. New York State. The A.B.C. Law. 1963. 27pp.
- New Hampshire State Department of Health and Welfare. Concord, N.H. Alcohol, alcoholism and youth. May 1965.
- New York State Department of Mental Hygiene. 119 Washington Avenue, Albany, N.Y.
    - Hospitalization for alcoholism.
    - Interpreting current knowledge about alcohol and alcoholism to a college community.
    - New York State's alcoholism program.
    - Report of the task force on addictions.
    - Understanding alcoholism.
- Northwestern University Traffic Institute. Traffic Digest and Review.
    - The drinking driver. Part 1. May 1964.
    - The drinking driver. Part 11. June 1964.
    - Driving under the influence of alcohol and drugs. 1963.
- Rutgers Center of Alcohol Studies. New Brunswick, N.J. What the body does with alcohol. by Greenberg, L.A.
- Scientific Temperance Journal. Basic facts about alcohol. 1959. 15 pp.
- U.S. Internal Revenue Service. Statistics relating to alcohol and tobacco industries for the fiscal year ended June 30, 1958.
- Yale University Center for Alcohol Studies. Newer concepts fo alcoholism and its treatment. Quarterly Journal of Studies on Alcohol. May 1961.

ALCOHOL EDUCATION

PERIODICAL ARTICLES

"Accidental help for alcoholics." Time. November 12, 1965.
"Alcohol." N.E.A. Journal. March 1964.
"Alcohol." (Special Issue). World Health. January 1966.
"Alcoholism controversy: normal drinking in recovered alcohol addicts." Science Digest. May 1964.
"Alcoholism and the family agency." QJSOA (Quarterly Journal of Studies on Alcohol). March 1963.
"Chronic alcoholic: new approach to old problem." U.S. News and World Report. April 11, 1966.
"Drinking behavior of delinquent boys." QJSOA. June 1965.
"Hope for alcoholics." Christian Century. February 17, 1965.
"How serious is teen-age drinking?" (With discussion group program). Parents Magazine. November 1965.
"How teen-agers look at drinking." Senior Scholastic. December 2, 1964.
"If there's an alcoholic in the family." Parents Magazine. November 1964.
"Photos help alcoholics." Science Newsletter. February 20, 1965.
"Pill for alcoholism: metmonilazole." Newsweek. November 15, 1965.
"Problem drinking among American Indians." QJSOA. March 1966.
"Science looks at liquor." Today's Health. February 1963.
"Should you offer teen-agers drinks in your home?" Reader's Digest. April 1965.
"Sometime during your teen years someone is likely to urge you to drink: what will you say?" Seventeen. September 1965.
"Subject unknown: civilization and alcohol." Saturday Review. June 1963.
"Such are the joys." Newsweek. September 6, 1965.
"Synanon through the eyes of a visiting psychologist." QJSOA. June 1965.
"Teen-age drinkers: a problem of morals." Saturday Evening Post. October 17, 1964.
"Teen-age drinking." Saturday Evening Post. April 10, 1965.
"Teen-agers and alcohol." PTA Magazine. April 1963.
"Treat delirium tremens." Science Newsletter. February 12, 1965.
"Two million workers affected by alcoholism." Science Newsletter. January 29, 1966.
"Ultimate prohibition." Scientific American. June 1965.
"Vice vs. virtue." American Heritage. December 1963.
"Whatever happened to the temperance movement?" Christian Century. August 11, 1965.
"William James and alcoholics anonymous." America. July 10, 1965.
"Wine and spaghetti: alcoholism more prelavent in France than in Italy." Science Digest. January 1966.
"Youth: drinking problem." Time. October 2, 1964.

Title: ALCOHOL MISUSE (Videotape 5)

Purpose:

To appreciate the nature, extent, and the role of education in solving the problems related to alcohol abuse and alcoholism.

General Content:*

This program emphasizes the immediate, as well as the long-term, effects of alcohol. Discussion relative to the effects on the important organs, the nervous system, and other body systems is explained. How the body eliminates alcohol and the nature of drunkenness are indicated for greater understanding.

Psychological effects of alcohol in relation to the total personality makeup, the self-concept, and possible predisposing factors are given proper attention. Possible damage to the psyche and nervous system is explained with due consideration given to other forces, such as sociological factors in alcohol abuse.

The nature, prevention, treatment, and rehabilitation of alcoholism is emphasized. Korsakoff's psychosis, delirium tremens, and other possible damage is given some attention. Finally, there is mention of the need for all social forces to cooperate in order to affect social and attitudinal change.

Suggested Preparation for the Videotape Presentation:

1. By the class:
   a. Describe the action and effects of alcohol on the body.
   b. Prepare a paper discussing the interrelationship of the physical, psychological, and socioeconomic factors involved in the misuse of alcohol.

2. By the instructor:
   a. Have available material from the World Health Organization on the problems of alcoholism.
   b. Have nutrition books available.
   c. Have visual aids available portraying some of the problems involved in alcoholism.

Suggested Activities Following the Videotape Presentation:

Discussion:

1. Have a panel discussion on the treatment and rehabilitation

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*From Study Notes

of people with alcoholism. Suggested representation may include staff of mental hygiene department, member of the legal profession, physician, clergyman.

2. Have a dialog with a member of AA.

Suggested Future Activities:

1. Have a lecture-discussion on the Drunkometer test by a representative from the motor vehicle bureau.

2. Roleplaying: A male teenager has just been detained by a minister for breaking a church window. The boy appears to be intoxicated. What could the minister do?

3. Prepare a teaching unit for a specific grade level, or PTA.

Suggested References:

See videotape 4.

Title: NATURE OF TOBACCO (Videotape 6)

Purpose:

To understand the body's response to the use of cigarettes.

General Content:*

A historical development of tobacco, early use of tobacco in America and Europe, is presented. Much of the emphasis is placed on more recent developments in tobacco use in the United States. The latest research findings relative to the lethality of tobacco are given great emphasis.

What is in smoke, its nature and chemical composition, is given some attention. The effect of tobacco smoke on the body is explained. A review of the body's organs and systems most likely to be affected by tobacco smoke is presented. Some attention is given to the effects of tobacco smoke on physical and mental performance. A discussion of symptomatology is avoided.

Suggested Preparation for the Videotape Presentation:

A. By the class:

1. Prepare the following graphs:
   a. The death rates of cardiac and respiratory diseases.
   b. The death rates of smokers and nonsmokers with cardiac and respiratory diseases.
2. Draw inferences from the graphs prepared above.
3. Prepare an annotated bibliography of research showing the relationship between cigarette smoking and diseases.
4. Review the anatomy and physiology of the respiratory system.

B. By the instructor:

1. Provide an exhibit (suggested display may be obtained from your local Cancer Society) on smoking.
2. Demonstration: The Smoking Machine (Cooperative endeavor with the Science Department; commercial models are available.)
3. Provide model of the respiratory system; the cardiovascular system.
4. Provide visual aids showing cancer of the lungs, emphysema.

Suggested Activities Following the Videotape Presentation:

Discuss the effects of prolonged abstinence on a habitual smoker.

*From Study Notes

Suggested Future Activities:

1. Develop a research design that could be used in a specific school district to ascertain the extent of the smoking problem.
2. Trace the historical use of tobacco in the United States.
3. Obtain information on the extent to which cigarette companies have or have not been successful in reducing the harmful chemicals in tobacco smoke.

SMOKING AND HEALTH*

STUDENT REFERENCES (GRADES 4-12)**

PAMPHLETS

- American Cancer Society (local unit). New York.
  - Answering the most-often-asked questions about cigarette smoking.
  - I'll choose the high road.
  - Shall I smoke?
  - To smoke or not to smoke.
  - Where there's smoke.
  - Your health and cigarettes.
- New York State Tuberculosis and Respiratory Disease Association, Inc. New York.
  - Here is the evidence - you be the judge.
- Public Affairs Committee. New York.
  - Cigarettes and health. Public Affairs Phamphlet No. 220A. 1962.
  - Emphysema - why the breath of life falters. Public Affairs Pamphlet No. 326.
  - Smoking - the great dilemma. Public Affairs Pamphlet No. 361.
- U.S. Department of Health, Education and Welfare. Washington.
  - Facts for teen-agers, - smoking, health, and you. Children's Bureau Publication No. 424-1964. 1966.
  - A light on the subject of smoking. Children's Bureau Publication No. 448-1966. 1966.
  - Why Nick the cigarette is nobody's friend. Children's Bureau Publication No. 447-1966. 1966.
  - You can quit smoking. Children's Bureau Publication No. 433-1965. 1965.
- New York State Department of Health. Albany, N.Y.
  - Freckle-faced Jimmy.

PERIODICALS

- Changing Times.
  - "Cigarette ads: a study in irresponsibility." 16:33-36. December 1962.
  - "Teen-agers and cigarettes." 16:15-18. March 1962.
- Fortune. "Embattled tobacco's new strategy." 67:100-102. January 1963.
- Newsweek. "To teen-age smokers." 61:86. April 8, 1963.
- Senior Scholastic.
  - "Athletes in smoke switch." November 22, 1963.
  - "Smouldering issue." 86:20. February 11, 1965.
- U.S. News. "Cigarette warning, the aftermath." 56:38-39. January 27, 1964.

**Currently being revised. These resources are found in the prototype curriculum materials published by the State Education Department. For additional materials, see Strand II Sociological Health Problems.

*Designated as SR (Student References) in teaching unit.

SMOKING AND HEALTH

TEACHER REFERENCES

This reference list may be useful to teachers of all grade levels, 4-12

BOOKS

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James, G. & Rosenthal, T. Tobacco and health. Springfield, Ill. Thomas. 1963.
Ochsner, Alton, M.D. Smoking and health. New York. Messner. 1959.
Packard, Vance. The hidden persuaders. New York. Pocket Books. 1957.
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Smith, R.L. The health hucksters. New York. Bartholomew House, Inc. 1961.
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PAMPHLETS

American Cancer Society. American Cancer Society, Inc., New York. Answering the most-often-asked questions about cigarette smoking and cancer. 1964.
Consumers Union. Mount Vernon. Smoking and the public interest, by Brecher, Ruth & Brecher, Edward. 1963.
New York State Committee on the Hazards of Smoking. Albany, N.Y., c/o New York State Department of Health. Materials available in New York State on hazards of smoking, 1967.
Public Affairs Committee. New York. Smoking - the great dilemma, by Brecher, Ruth & Brecher, Edward. Public Affairs Pamphlet No. 361. 1964.
Science Research Associates, Inc. Chicago. Facts about smoking and health, by Salber, E.J. 1965.
U.S. Department of Health, Education and Welfare. Washington.
A quick reference guide to the report: smoking and health. Report of the Advisory Committee to the Surgeon General of the Public Health Service. PHS Bulletin No. 1103-E. 1965.
Tobacco consumption in the United States, 1880-1955, by Milmore, B.K. & Conover, A.G. Addendum Public Health, Monograph No. 45. 1956.
Your teen-age children and smoking. Children's Bureau Publication No. 423-1964. 1964.

PERIODICAL ARTICLES

Baumgartner, Leona. "The facts of teenage smoking." Parents Magazine. October 1960.

"Cigarette ads: a study in irresponsibility." Changing Times. 16:33-36. December 1962.

"Teen-agers and cigarettes." Changing Times. 16:15-18. March 1962.

"Cigarette warning, the aftermath." U.S. News. 56: 38-39. January 27, 1964.

Corwin, Emil. "Combatting teen-age smoking." The PTA Magazine. April 1964. pp. 4-6.

Davis, H.F. "Teenage program on smoking and lung cancer." School and Community. Vol. 47. Fall 1961.

"Don't let tobacco trap your teen-ager." The PTA Magazine. 55: 4-7. March 1961.

"Drive for the teen-age market." The PTA Magazine. 58:23-24. October 1963.

"Embattled tobacco's new strategy." Fortune. 67:100-102. January 1963.

Hammond, E.C. "The effects of smoking." Scientific American. July 1962.

Horn, T. "Smoking and health - the activities of a high school student committee." The Journal of School Health. Vol. 33., No. 10. December 1963.

"How to stop student smoking." School Management. March 1964.

"The increasing pressure on tobacco advertising." Printer's Ink. May 10, 1963.

Keeve, J.P. "Smoking habits and attitudes of 3057 public school students and their families." Journal of School Health. Vol. 35, No. 10. December 1965.

Lawton, M.P. "The psychology of adolescent anti-smoking education." The Journal of School Health. Vol. 33. October 1963.

Newberger, M.B. "Hazards of teen-age smoking." Parents Magazine. 39:51. January 1964.

Rogers and Reese. "Smoking and high school performance." American Journal of Diseases of Children. Vol. 108. August 1964.

Salber, E.J. & others.
"Smoking habits of high school students in Newton, Massachusetts." New England Journal of Medicine. 265:969-974. November 16, 1961.
"Reasons for smoking given by secondary school children." Journal of Health and Human Behavior. Summer 1963.

Schneider, Elsa. "What part will the schools play?" School Life. 46:18. August 1964.

Silver, G.A. "Are cigarettes necessary?" The Nation. May 4, 1963. p. 379.

"Smoking." NEA Journal. 53:66-69. March 1963.

TEACHERS GUIDE

The high cost of smoking. New York State Department of Health. 1966.

SMOKING AND HEALTH

SUGGESTED AUDIOVISUAL AIDS

FILMSTRIPS

I'll choose the high road. American Cancer Society, New York State Division, 40 Franklin Street, Rochester, New York 14604. (Local ACS unit.)
Life in Jamestown. Curriculum Materials Corporation, 1318 Vine Street, Philadelphia 7, Pennsylvania.
Nature's filter. American Temperance Society, 6840 Eastern Avenue, N.W., Washington 12, D.C.
To smoke or not to smoke. American Cancer Society, New York State Division, 40 Franklin Street, Rochester, New York 14604. (Local ACS unit.)
What about smoking, (with 33 1/3 record). Family Films, Inc., 5823 Santa Monica Boulevard, Hollywood 38, California.

FILMS

Alcohol and tobacco: what they do to our bodies. Coronet Films, 16 minutes, black and white.
Backbreaking leaf. Syracuse University Film Library, 30 minutes.
Breaking the habit. American Cancer Society, 6 minutes, color.
Cigarama. Sterling Movies, 375 Park Avenue, New York 22, New York, 12 minutes, black and white.
The huffless puffless dragon. New York State Tuberculosis and Respiratory Disease Association, 105 East 22nd Street, New York, New York 10010, 9 minutes, color. (Inquire of local unit.)
Is smoking worth it? American Cancer Society, 19 minutes, black and white.
Point of view. New York State Tuberculosis and Respiratory Disease Association, 105 East 22nd Street, New York, New York 10010. (Inquire of local unit.)
Smoking and lung cancer. Film Library, New York State Department of Health, 84 Holland Avenue, Albany, New York 12208, 29 minutes, black and white.
Smoking and you. Film Library, New York State Department of Health, 84 Holland Avenue, Albany, New York 12208, 11 minutes, color.
Smoking anyone? Film Library, New York State Department of Health, 84 Holland Avenue, Albany, New York 12208, 25 minutes, color.
Tobacco and the human body. Film Library, New York State Department of Health, 84 Holland Avenue, Albany, New York 12208, 15 minutes, black and white.
Tobacco valley, Shade Tobacco Company, River Street, Windsor, Connecticut 06095, 27 minutes.
Who me? Film Library, New York State Department of Health, 84 Holland Avenue, Albany, New York 12208, 14 minutes, color.

SOURCES OF ADDITIONAL MATERIALS AND INFORMATION

American Cancer Society, New York State Division (or local unit),
1010 James Street, Syracuse, New York 13203.

National Clearing House of Smoking and Health, 4040 N. Fairfax
Drive, Arlington, Virginia 12203.

New York State Committee on Hazards of Smoking, (an inter-agency
committee), Miss Dolores Floss, Coordinator; c/o New York
State Department of Health, 855 Central Avenue, Albany,
New York 12206.

New York State Health Department, James J. Quinliven, M.D.,
Director of Public Health Education, Albany, New York 12208.

____ Miss Dorothy Nelson, Program Director - Smoking Education,
855 Central Avenue, Albany, New York 12206

____ Roswell Park Memorial Institute, 666 Elm Street, Buffalo,
New York.

New York State Heart Assembly, Inc., 3 West 29th Street, New York,
New York.

New York State Tuberculosis and Respiratory Disease Association Inc.,
105 East 22nd Street, New York, New York 10010.

U.S. Children's Bureau, Division of Reports, Washington, D.C. 20201.

U.S. Public Health Service, Office of Information and Publication,
Public Inquiries Branch, Washington, D.C. 20201.

Title: NATURE OF SMOKING (Videotape 7)

Purpose:

To stimulate action regarding the education of children and youth about tobacco as a major health hazard.

General Content:*

Much of the content of this program is related to the factors that influence young people to smoke or not to smoke. Great attention is given to advertising and advertisers, The nature of advertising is presented with a discussion of: (1) physical appeals, (2) social appeals, and (3) psychological appeals.

The factors that are important to the decision-making process are presented; how habits are broken, and how smoking and the psychological attractiveness (although false) tend to play a major role in this total process. Some attention is given in this content to the power of chemicals as reinforcers to other habits related to smoking.

Why young people start to smoke is discussed. Causes of smoking, such as parental influence, are indicated, and the need to prevent children from starting is related to early and effective education relative to tobacco smoking.

Suggested Preparation for the Videotape Presentation:

A. By the class:

1. Review the process of habit formation. Relate it to cigarette smoking.
2. Compare the current television commercials on cigarette smoking with those in recent years. Be prepared to discuss the psychology used by advertisers to increase the demand for their product.

B. By the instructor:

Provide copies of recent legislation on cigarette smoking.

Suggested Activities Following the Videotape Presentation:

1. Discuss why cigarette smoking might appeal to the preadolescent and the adolescent.
2. Discuss the following comments that might be made by young people:
    a. "Why shouldn't I smoke? My parents smoke."
    b. "Why should I be concerned about a disease that might occur years and years from now - or may never occur?"

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*From Study Notes

c. "It has not been proven that cigarettes cause cancer."
d. "If teachers can have a smoking room, so can we."

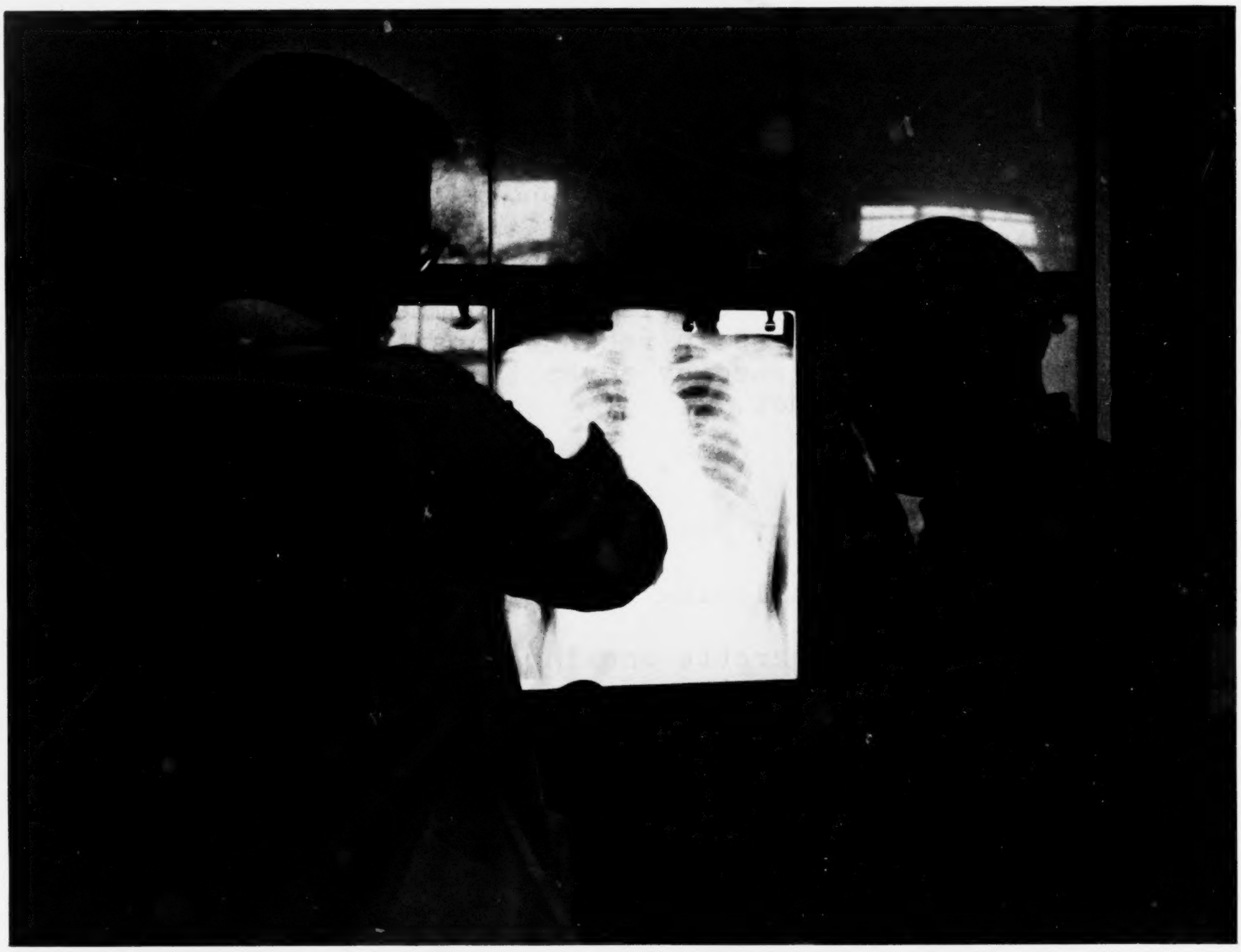
Suggested Followup Activities:

Project:

a. Have a nonsmoker try to convince a habitual smoker to give up cigarette smoking.
b. Have an individual who has given up smoking try to convince a habitual smoker to give up cigarette smoking. Use the results as a basis for discussing the factors involved in cigarette smoking. Suggest possible solutions for eliminating cigarette smoking.

Suggested References:

See videotape 6.



N.Y.S. Department of Health

Title: SMOKING AND HEALTH (Videotape 8)

Purpose:

1. To understand the effect of cigarette smoking on the individual's total growth.

2. To understand the personality factors involved in the development of the smoking habit.

General Content:*

A general review and synopsis of the Surgeon General's Report on Smoking and Health is discussed. Later research findings, especially as they reinforce the findings of the Surgeon General's report, are presented. Emphasis is placed on the overwhelming evidence, as found in the Surgeon General's report, that there is a definite relation between smoking and disease in human beings. Some causative relationships are indicated.

Psycho-social factors, such as the personalities of smokers and nonsmokers, demographic factors, familial, and other relationships, are presented to indicate the extent of smoking among groups and individuals. These factors are related to smoking as a health hazard. Some attention is given to the need to understand the appeal of smoking to certain kinds of personalities as well as to cultural groups. Some socioeconomic relationships are inferred.

Suggested Preparation for the Videotape Presentation:

A. By the class:

1. Discuss various medical conditions that may be affected adversely by cigarette smoking.

B. By the instructor:

1. Have copies available of the Surgeon General's Report on Smoking and Health.
2. Prepare an educational display for use in the classroom at a specified grade level. (American Cancer Society)
3. Prepare a graph comparing the tobacco tax revenue in New York State with various budgetary State expenditures in the total State budget (obtain information from New York State Department of Taxation and Finance). Have students determine the tax revenue from one pack of cigarettes.

Suggested Activities Following the Videotape Presentation:

1. Debate: "Should the production of tobacco be banned?"

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*From Study Notes

2. Discuss the question, "Should cigarette vending be banned?" Consider office buildings, theaters, hospitals, etc.
3. Panel Discussion: "The importance of breaking the cigarette habit." (Suggested representatives - staff members of Roswell Park Memorial Institute, New York State Tuberculosis and Respiratory Association, a psychologist, a physician, health educator.)

Suggested Future Activities:

1. Discuss ways in which other countries have coped with the smoking problem.
2. Obtain statistics on the results of careless smoking
   a. home fires
   b. forest fires
   c. accidental death rates
   d. economic costs

Suggested References:

See videotape 6.

STRAND 3

MENTAL HEALTH

"Exploring Man's Mind and Emotions"

The Human Tapestry
Exploring Man's Mind and Emotions

Eight (1-hour videotapes)

For Use With Strand III, Mental Health,
of the Health Education Curriculum

Sub-Strands
Personality Development
Sexuality
Family Life Education

Mental Health

The Human Tapestry - Exploring Man's Mind and Emotions

General Information

There are eight programs in this series on mental health. Included are programs on fantasy reaction, the adolescent, the elderly, coping with a crisis situation, the alcoholic, the mentally retarded, depression, and suicide.

The format used can be applied as a very effective teaching method. Dramatizations are presented, followed by a panel discussion.

Each program is self-contained and may be used separately. It is suggested, however, that a total program in mental health, including the three sub-strands, be developed for greater effectiveness.

These programs are intended to be used by:

(1) Elementary school teachers

(2) School administrators

(3) Secondary school teachers who have some responsibility for health education, although it is not their primary responsibility.

Purpose

1. To present basic information on the nature of mental health.
2. To help teachers understand some of the factors involved in human behavior and the ways in which individuals attempt to cope with life situations.
3. To help teachers provide pupils with basic mental health information.
4. To help teachers, administrators, and other school personnel understand the importance of the school's role in a total community program in mental health.

Title: "Variety Show" (Videotape 1)

Purpose of the Videotape:

To understand a fantasy reaction to a problem situation.

General Content:

A series of vignettes showing various aspects of human behavior is presented in this 22-minute videotape. Man's view of the world as-it-is and the world as he fantasizes it creates problems in every-day living.

Discussion by the panel following the vignettes points out that adjustment is an on-going process throughout life. The panel points out that a set of goals toward which to strive and an understanding of the frailties of human beings are essential in coping with reality.

Suggested Preparation for the Videotape Presentation:

A. By the instructor:

1. Provide copies of legislation, such as National Mental Health Act in 1965; The Community Mental Health Centers Act, 1963.
2. Provide an exhibit - general education materials in mental health.
3. Prepare charts showing the trend in selected mental illnesses.

B. By the class:

1. Define "mental health."
2. Distinguish between "being an individual" and "being individualistic."
3. Review the relationship of the environment and heredity in personality development.
4. Review the basic needs of individuals. How might the individual react when these needs are not met?
5. Be prepared to discuss Erikson's"Eight Stages of Man."

Note: The instructor should provide for discussion immediately following the vignettes; then proceed with the remainder of the videotape.

Suggested Activity Following the Videotape Presentation:

Discuss the different reactions that may occur with the same problem situation.

Suggested Followup Activities (after viewing the panel discussion on the videotape):

A. Discussion

   1. What are some of the factors involved in maintaining mental health?
   2. What is meant by a "blame" society? A "guilt" society? What is the significance on mental health?
   3. How do different cultural groups view the functioning of the body? illness? How does this effect mental health?
   4. What are some of the factors involved in the rise of broken marriages and the divorce rate?
   5. What is the role of communication in human relations?

B. Observe an actual classroom situation. Evaluate the teacher's effectiveness in interpersonal relationships with the students.

C. Collect newspaper articles indicating the various problems occurring daily in different age groups, socioeconomic groups, and cultural groups. Relate them to mental health.

D. Roleplay

   1. An administrator and a teacher who have a difference of opinion about a student's behavior problem; a personnel problem.
   2. Situations between 2-3 people in which nonverbal communication is used to display anger, contempt, pleasure. Have each individual describe his reactions.

E. Invite the school psychologist to demonstrate various types of testing devices used for students in the school.

   Evaluate family situations in newspaper comics. What potential effect could they have on mental health? Repeat with children's cartoons on television; also family shows on television.

F. Analyze the change in the public's attitude toward mental health during the past 75-100 years.

Sources of Additional Resources

1. U.S. Department of Health, Education, and Welfare - Children's Bureau, Washington, D.C. 20025
2. U.S. Department of Health, Education, and Welfare - Office of Education, Washington, D.C. 20025

3. U.S. Department of Health, Education, and Welfare - Public Health Service - National Institute of Mental Health, Chevy Chase, Maryland 20015
4. U.S. Children's Bureau
5. U.S. Department of Labor
6. American Medical Association
7. National Association for Mental Health
8. National Association for Childhood Education
9. World Health Organization
10. New York State Department of Mental Hygiene
11. New York State Education Department
12. New York State Department of Health
13. New York State Division for Youth
14. New Department of Social Services
15. National Association for Retarded Children, 386 Park Avenue S., New York, New York 10016
16. National Congress of Parents and Teachers, 800 N. Rush Street, Chicago, Illinois 60611
17. National Education Association, 1201 16th Street, N.W., Washington, D.C.
18. National League for Nursing, 10 Columbus Circle, New York, New York 10016
19. National Health Council, 1790 Broadway, New York, New York 10019
20. Child Study Association of America, 9 E. 89th Street, New York, New York 10028
21. American Association for Health, Physical Education, and Recreation, 1201 16th Street, N.W., Washington, D.C. 20006
22. American Public Health Association, 1790 Broadway, New York, New York 10019
23. American School Health Association, 515 E. Main Street, Kent, Ohio
24. Local community resources:
    - health departments
    - welfare departments
    - family service agencies
    - children's aid societies
    - service clubs
    - juvenile delinquency agencies
    - recreation departments
    - mental health clinics
    - senior citizens groups
    - YWCA, YMCA, and other related groups
    - neighborhood health centers
    - hospitals
    - homes for the aged
    - housing agencies
    - private philanthropic grounds
25. Public Affairs Committee, 381 Park Avenue S., New York, New York 10016

Recommended study materials

Books

1. Beers, Clifford W. *A Mind That Found Itself*. Garden City, New York. Doubleday. C 1948.
2. Erikson, Erik H. *Childhood and Society*. New York. 2d edition. W.W. Norton & Company, Inc. C 1950.
3. Kaplan, Louis. *Mental Health and Human Relations in Education*. New York. Harper & Brothers. C 1959.
4. Ridenour, Nina. *Mental Health in the United States*. A Fifty-Year History. Cambridge, Massachusetts. Harvard University Press. 1961.
5. Kaplan, Louis. *Foundation of Human Behavior*. New York. Harper and Row. C 1965.
6. Jersild, A.T. *The Psychology of Adolescence*. 2d edition. New York. Macmillan Company. C 1963.
7. Williams, Richard H. and Lucy D. Ozarin, editor. *Community Mental Health*. An International Perspective. Jossey-Bass Inc. 615 Montgomery Street. San Francisco. 1960.
8. Selye, Hans, M.D. *The Stress of Life*. New York. McGraw-Hill Book Company. C 1956.
9. Havighurst, Robert. *Developmental Tasks and Education*. New York. Longmans. Green. C 1952.
10. Seidman, J.M., editor. *The Adolescent: A Book of Readings*. New York. Holt-Dryden Company. Revised 1960.
11. Sarason, Seymour B., et al. *Psychology in Community Settings*. John Wiley & Sons, Inc.

Periodicals

1. Deutsch, Martin. *Minority Group and Class Status as Related to Social and Personality Factors in Scholastic Achievement.* New York: The Society for Applied Anthropology (1960).
2. Deutsch, Martin. "Social and Psychological Perspective on the Development of the Disadvantaged Learner," *Journal of Negro Education*, January 1964.
3. Kinnance, John F. and Pable, Martin W. "Family Background and Work Value Orientation," Journal of Counselling Psychology, IX (Winter, 1962).

Films

1. Adventure in Maturity. Film Library, New York State Department of Health, 84 Holland Avenue, Albany, New York 12208, 20 minutes, color.
2. The Critical Decades. Film Library, New York State Department of Health, 84 Holland Avenue, Albany, New York 12208, 31 minutes, black and white.
3. Bitter Welcome. Film Library, New York State Department of Health, 84 Holland Avenue, Albany, New York 12208, 36 minutes, black and white.
4. Care of the Young Retarded Child. Film Library, New York State Department of Health, 84 Holland Avenue, Albany, New York 12208, 18 minutes, color.
5. Community Mental Health, Film Library, New York State Department of Health, 84 Holland Avenue, Albany, New York 12208, 32 minutes, black and white.

Title: "What Are Little Girls Made Of?" - Problems of a boy coping with his sister's death. (Videotape 2)

Purpose of the videotape:

To understand how an individual copes with a major crisis such as death of a close relative.

General Content:

The 22-minute dramatization portrays an appealing little boy trying to cope with his grief and guilt feelings over the death of his sister. Interactions between the little boy and an adult male, and later his mother, show his attempts to communicate his feelings in the hope of receiving reassurance and comfort.

The normal and abnormal reactions of the little boy are discussed by a panel of experts after the dramatization. Preventive aspects are emphasized, including the role of the school.

Suggested Preparation for the Videotape Presentation:

A. By the instructor:

1. Have film available showing the effects of maternal deprivation on the infant.
2. Have pictures available showing physiological reactions to stress.
3. Have literature available on the
    a. autistic child
    b. adoption agencies

B. By the class:

1. Review
    a. the phenomenon of stress.
    b. the defense (mental) mechanisms.
    c. the factors involved in personality development.
    d. factors involved in motivation.
    e. interrelationship with the physical, mental, emotional, and social aspects in human behavior.
2. Describe some of the psychosomatic disorders involving the school-age child.

Note: The instructor should provide for discussion immediately following the dramatization; then proceed with the remainder of the videotape.

Discussion Following the Dramatization:

1. What are the basic needs of the child?
2. What is the role of the parents in the development of the child's personality?

3. What is meant by the interaction among family members and the development of attitudes?
4. How does illness of one family member affect the remainder of the family?
5. What is the importance of communication in human relations?
6. Why is there the need for self-understanding?
7. How may a child react to stress?

Suggested Followup Activities:

A. Discussion

    1. The problem of child abuse.
    2. The interrelationship of the physiological and psychological factors involved in stress.
    3. The factors involved in motivation.
    4. How the behavior of the child is influenced by the expectancies of the teacher; of his peer groups; of his parents.
    5. The effects of maternal deprivation.
    6. The autistic child.
    7. How communication might be improved in school; within a family.
    8. Some of the signs of maladjustment a teacher may observe in the classroom. What is her role?
    9. How a child might react when he accidentally discovers he is adopted.
    10. The meaning of crisis intervention. When should there be intervention? By whom? How?

B. Panel discussion

    1. Invite representatives of different cultural backgrounds to discuss the philosophy toward death in their society.
    2. Invite representatives such as clergy, health educator, guidance counselor, social worker, parent to discuss the role of the community in the prevention of mental illness.

C. Field visits

    1. a foundling home or other children's shelter
    2. a day care center
    3. a Head Start Program
    4. a night court

Sources of Additional Resources:

See videotape #1 in the mental health series, "Variety Show."

Recommended Study Materials:

See videotape #1 in this series, "Variety Show."

Title: "Jerry the First" - problem of adolescence. (Videotape 3)

Purpose of the Videotape:

To understand the physical, mental, emotional, and social aspects of adolescence.

General Content:

The 35-minute dramatization shows an adolescent male preparing for a date. As the youth assumes different roles, conflicting emotions are pointed up as he copes with new feelings of maleness, of the apparent lack of understanding of his parents, and the qualms he experiences in going out on a date.

The panel of experts explores the boy's feelings of isolation and helplessness in trying to resolve his problems and emphasizes the need for parental understanding of their adolescent children.

Suggested Preparation for the Videotape Presentation:

A. By the instructor:

1. Have pictures available showing the physical changes in growth and development from birth through adolescence.
2. Collect newspaper and magazine articles on:
    a. "The Generation Gap"
    b. "The Youth Culture"

B. By the class:

1. Review the physical, mental, and emotional aspects of adolescence.
2. Observe TV commercials for a week. Note the proportion and types of shows geared to the adolescent.

Note: The instructor should provide for discussion immediately following the dramatization; then proceed with the remainder of the videotape.

Discussion Questions:

1. What are the basic needs of the adolescent?
2. What is the influence of parental attitudes on the adolescent?
3. What is the importance of peer relationships?
4. What is the importance of communication in human relations?
5. What is meant by the need for self-understanding?

Suggested Followup Activities:

A. Discussion

1. What is the significance of role models for children and youth?

2. What are the similarities and differences of dating patterns in an urban community? a suburban? a rural?
3. How are values developed?
4. How might the adolescent's behavior vary according to socioeconomic status, educational background, cultural group?
5. How does one know when one becomes "an adult"? What are some of the "rites of passage" used in this country and others to indicate a transition from one stage of development to another?
6. How does the change in body image affect behavior?
7. Discuss the resolution of conflicts within the individual.
8. Distinguish between tolerance and acceptance of an individual.

B. Open forum - adolescents and adults from different socioeconomic and ethnic backgrounds to discuss "How we can solve problems of mutual concern in parent-child relationships."

C. Roleplay

Have a group portray a situation in a patriarchal family; then repeat it with a matriarchal family.

D. Field visits

1. a facility for the care of juvenile delinquents
2. a school designed for dropouts

E. Do a comparative study of child-rearing practices in selected cultural groups.

F. Analyze a specific family situation - Define the problems. Indicate possible causes. Suggest 2 or 3 possible solutions. Roleplay the solutions. Analyze the results. Make recommendations.

G. Debate - "Social change is brought about by the young."

H. Develop a research project to resolve a specific mental health problem in your community.

I. Roleplay - An adolescent girl preparing for a date. What differences might one expect to find in different socioeconomic groups and ethnic groups?

J. Panel discussion - "What are the criteria used in helping students plan their future? To what extent can they be improved?"

1. Guest speakers
   - school guidance counselor
   - representative from local office of the New York State Employment Service
   - representative from business, industry, health occupations
   - parent

K. Work with a group of parents and adolescents to develop a creed on the rights and responsibilities of parents; of adolescents.

Sources of Additional Resources:

See videotape #1 in the mental health series, "Variety Show."

Recommended Study Materials:

See videotape #1 in this series, "Variety Show."

Title: "The Premium" - problems of the elderly. (Videotape #4)

Purpose of the Videotape:

To understand the basic mental, emotional, and social needs of the elderly.

General Content:

A 22-minute dramatization depicts an elderly male living alone in a furnished room vacillating between the real world of today and his memories of the past.

Visits by a great-granddaughter, a clergyman, and a dead army buddy reveal his isolation from human companionship and his unrealistic attempts to resolve his problems.

The panel of experts emphasizes the need for preparing for old age during the early years. Feelings of dejection and rejection are explored with emphasis on preventive aspects.

Suggested Preparation for the Videotape Presentation:

A. By the instructor:
   1. Have material available showing the physiological changes that occur in the elderly.
   2. Provide an exhibit of handicrafts made by the elderly.

B. By the class:
   1. Review the importance of motivation.
   2. Review the basic needs of the elderly.
   3. Prepare a scrapbook of recreational activities for the elderly.

Note: The instructor should provide for discussion immediately following the dramatization; then proceed with the remainder of the videotape.

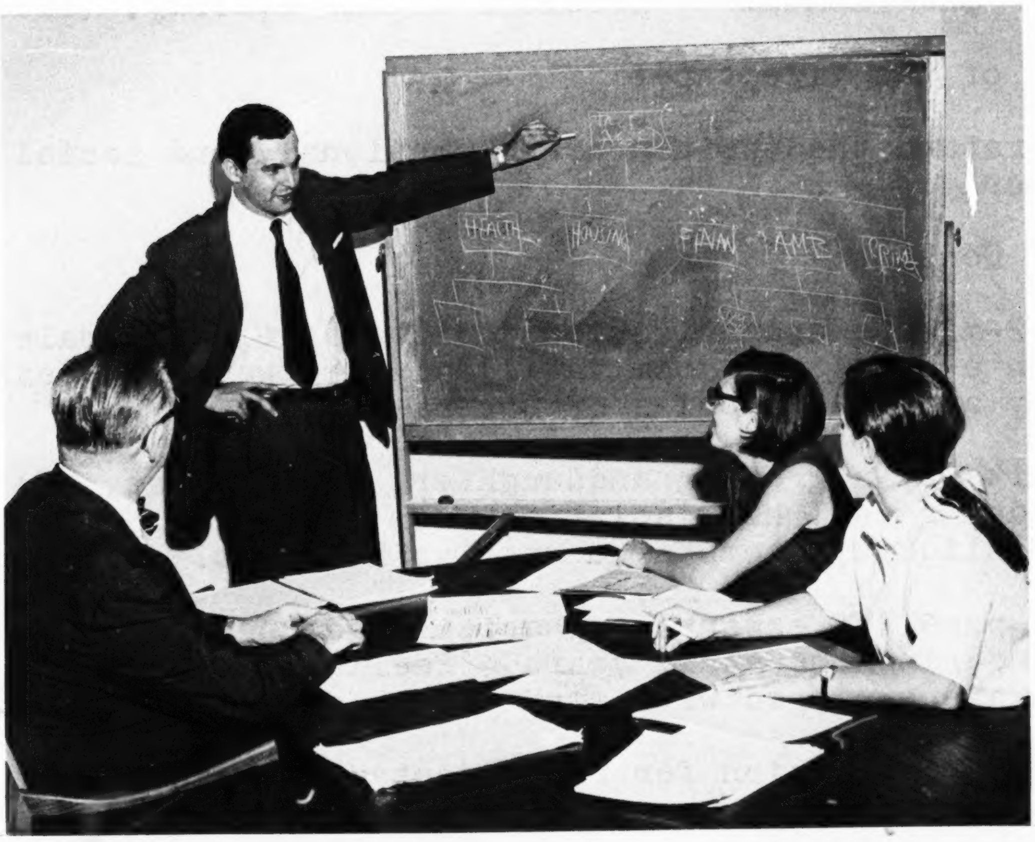
Discussion Topics:

1. The need for preparation for old age during the early years.
2. The attitude of family and the public toward the elderly.
3. The importance of one's philosophy of life and attitude toward death.
4. The importance of communication in human relations.
5. The need for self-understanding.

Suggested Followup Activities:

A. Discussion

   1. What are some of the cultural attitudes toward work in society? toward recreation? toward education?


HEALTH
HOUSING

N.Y.S. Health Photo by Franklyn Dillon

2. Discuss the physical, mental, and emotional changes occurring in the elderly. What are the effects on his style of living?
3. Discuss the change in the role of the elderly in this country during the past 75 years. Compare with selected countries.
4. How do you visualize spending your retirement years?
5. Should the elderly without a psychiatric problem be placed in a mental institution?

B. Panel discussion - "What programs are available in the community to prepare an individual for retirement?"

1. Guest speakers from
   -industry
   -business
   -selected professions
   -clergy
   -physician (specialist on the aged)

C. Self-evaluation - Evaluate your philosophy of life. Has it changed from your early years? What were the factors influencing change?

D. Field trips - To what extent is a program for the use of leisure time activity incorporated within the total program in any of the following:

1. a local industry
2. home for the aged
3. nursing home
4. geriatric unit of local hospital
5. a housing project designed for the elderly

E. Select an elderly individual that you know well. What roles has he had to the present? How have they influenced his present living status?

F. Visit a senior citizens' club. Discuss your observations.

G. Monitor TV commercials for 1 week. What proportions are geared to the elderly? What are the implications of your findings?

H. Evaluate the services available for the elderly in your community. Are there special housing projects designed for their use?

Sources of Additional Resources:

Office for the Aging (11 North Pearl Street, Albany, New York)

See videotape #1 in the mental health series, "Variety Show."

Recommended Study Materials:

See videotape #1 in this series, "Variety Show."

N.Y.S. Health Photo McGaughan

Title: "The Color of Leaves" - Problems of the mentally retarded (Videotape #5)

Purpose of the Videotape:

To understand the physical, mental, emotional, and social problems of the mentally retarded.

General Content:

This is the story of a mentally retarded girl. The 17-minute dramatization forces the view to "go inside" of the child and see the world with her. The myriad of confusing sights and sounds of the normal environment frustrate and frighten the child as she carries on activities of daily living, such as playing, eating, driving, locomotion.

The panel of experts explores the feelings of the parents as well as those of the child in coping with the problems of mental retardation. The frustrations of disturbances in sensory and motor perception and in control and coordination of activities are highlighted. The relationship to I.Q. and mental retardation and the need for individualizing the care for each child are shown. The roles of the physician and the school are discussed. Emphasis is placed on the need for public education.

Suggested Preparation for the Videotape Presentation:

A. By the instructor:

1. Have available statistics on the prevalence of mental retardation.
2. Have available educational materials used for the mentally retarded.

B. By the class:

1. Know the different classifications of mental retardation.
2. Know the causes of mental retardation.
3. Review the basic needs of individuals.

Note: The instructor should provide for discussion immediately following the dramatization; then proceed with the remainder of the videotape.

Discussion Topics:

1. Know the nature of mental retardation.
2. Understand the need for parent and community education in the care of the mentally retarded.
3. Appreciate the feelings and attitudes of parents of mentally retarded children.

4. Know the importance of recognizing individual differences among the mentally retarded.
5. Understand the importance of communication in human relations.

Suggested Followup Activities:

A. Discussion

    1. Discuss the significance of I.Q. and the emotional and social needs of the mentally retarded child.
    2. Discuss preventive measures for mental retardation.
    3. The I.Q. test and the normal distribution of intelligence.
    4. Distinguish between "the educable" and "noneducable" child.

B. Visit a facility for the care of the mentally retarded.

C. Roleplay
A family with a mentally retarded child.

D. Plan various projects in which a physical, mental, or emotional handicap is involved:

    1. A person with a peptic ulcer. Have volunteer class members give their reactions to eating a lunch of puree foods, toast and milk on a class day. (Use infant food.)
    2. A blind individual - Have volunteer class members remain blindfolded for a specific period of time, e.g., during a class session.
    3. A right-handed individual with the right arm immobilized for a specific period of time. Have him eat lunch with left hand.
    4. A stutterer - Have class members give reactions to his stuttering; have him give his own reactions.

E. Report on the services available for

    1. Maternal and child care (before, during, and after birth of the baby).
    2. Education of prospective and new parents.
    3. The mentally retarded and their families.

F. Compare programs available for the slow learner and the gifted child.

G. Guest speaker - "How the mentally retarded individual is utilized in industry."

Sources of Additional Resources:

See videotape #1 in the mental health series, "Variety Show."

Recommended Study Materials:

See film - A World of the Right Size.

See videotape #1 in this series, "Variety Show."

Title: "Maisie Concerto" - Problems of the alcoholic.
(Videotape #6)

Purpose of the Videotape:

To understand the need for prevention and rehabilitation of the alcoholic.

General Content:

This 37-minute, one-man characterization explores the problems of an alcoholic whose wife has left him. It depicts his ambivalence toward his wife, pointing up the love-hate relationship that exists between them. It shows his basic feelings of inadequacy and dependency and his attempts to cope with them through the use of alcohol.

The panel of experts discusses the importance of understanding personality paterns in the development of the alcoholic. Emphasis is placed on the individual's and community's responsibility in the prevention, treatment, and rehabilitation of the alcoholic.

Suggested Preparation for the Videotape Presentation:

A. By the instructor:

1. Have available charts showing the prevalence of the excessive use of alcohol.
2. Have available materials on the harmful effects of the excessive use of alcohol.

B. By the class:

1. Differentiate among the various types of alcoholic drinkers.
2. Review some accepted occasions for the use of alcohol in different cultural groups.

Note: The instructor should provide for discussion immediately following the dramatization; then proceed with the remainder of the videotapes.

Discussion Topics:

1. Understand the factors involved in the development of the alcoholic.
2. Understand the physical, mental, emotional, and social effects of the excessive use of alcohol.
3. Understand the need for mental health education.
4. Understand the interdependence of male and female in developing a successful husband-wife relationship.

Suggested Followup Activities:

A. Discussion

   1. How do individuals learn role identity?
   2. Are there any similarities among individuals who smoke, who use alcohol excessively, or are drug addicts?
   3. Is there any justification to the statement that "maladjusted behavior is learned"?
   4. Invite speaker - Topic "The Economics of Alcoholism."

B. What programs are available for assistance to alcoholics at the local and State levels. Evaluate your community resources.

C. Visit a rehabilitation center for alcoholics, such as in a veterans administration hospital.

D. Attend a meeting of Alcoholics Anonymous or invite one of their speakers.

Sources of Additional Resources:

See videotape #1 in the mental health series, "Variety Show."

Recommended Study Materials:

See videotape #1 in this series, "Variety Show."

Title: River Deep - problem of suicide and depression.
(videotape 7)

Purpose of the Videotape:

To understand the factors involved in the development of depression and suicidal inclinations.

General Content:

Some of the socioeconomic, cultural, and racial factors leading to depression and suicide are presented in this 17-minute dramatization between a man and a boy. The two characters show varying degrees of depression and success in coping with their problems. The discussion by the experts which follows the dramatization compares the nature of the depression problem in this country and others. The need for early recognition and treatment of the depressed person is emphasized. Considerable stress is placed on preventive measures.

Suggested Preparation for the Videotape Presentation:

A. By the instructor:

1. Have comparative charts showing the suicide rate in various age groups; white and nonwhite population.
2. Have available literature on depressions, stress, and suicide.

B. By the class:

1. Find out the mental health services available for children of school age. Ascertain the role of the school.
2. Notice the days when you feel "blue" or "out-of-sorts." Why did it occur? What did you do?

Note: The instructor should provide for discussion immediately following the dramatizations; then proceed with the remainder of the videotapes.

Discussion Points:

1. Understand the individual's need for meaningful human interaction.
2. Be aware of the rising problem of depression in this society.
3. Understand the need for improved preventive measures for depression.

Suggested Followup Activities:

A. Discussion

1. What is an individual's responsibility toward a depressed person? The community's?
2. What emergency services are available in your community for the potential suicidal person?
3. How would you respond to the statement "My life is my own. I have a right to take it."
4. What are the dimensions and impact of failure, stress, insecurity, inadequacy? How does one adjust to them?

B. Compare the advantages and disadvantages of teaching a heterogenous class. What are the implications for mental health? What of a homogenous class? Implications?

C. Field visits

1. a migrant camp
2. a psychiatric hospital or psychiatric ward in a general hospital
3. a mental hygiene center
4. a prison

D. Plan a "poverty" diet. Have volunteer class members given their reactions to the menus after following it for 2 days: (Selected students)

E. Roleplay

A man has been told by his doctor that he has about 1 year to live.

F. Develop criteria for effective pupil personnel services for a school in your community.

G. Evaluate services available in your community for

1. maladjusted children and youth
2. "culturally deprived" or "the disenchanted"

H. Roleplay - How can the teacher be effective with

1. an aggressive child
2. a timid child
3. a maladjusted child

I. Invite a psychiatrist or psychologist to discuss the prevention of depression.

Sources of Additional Resources:

See videotape #1 in the mental health series, "Variety Show."

Recommended Study Materials:

See videotape #1 in this series, "Variety Show."

Title: "Summary" - problems of youth, middle years, and old age (Videotape 8)

Purpose of the Videotape:

1. To summarize the videotape series so that the viewer will understand the importance of identity and role identification.
2. To understand the role of education in the promotion and maintenance of mental health.
3. To understand the need for improved communication and cooperation among the lay public, the school, and the community agencies in the provision of guidance and counseling services.
4. To understand the importance of nonverbal, as well as verbal, communication in maintaining human relationships.

General Content:

Excerpts from previous dramatizations in this series are used to summarize the complexities of human growth and development at various stages of life. Emphasis is placed on the psycho-social aspects and the need for better ways of coping with the demands and expectations of reality. The need for improved communication and cooperation among the lay public, the "helping professions," and the schools is streesed. Barriers to communication set up by the schools and the professionals are pointed out. Questions like "Who Am I" show that the need for assistance with developmental tasks at each stage of life is indicated.

Suggested Preparation for the Videotape Presentation:

A. By the instructor:

    1. Have available curricula on mental health from different school systems.
    2. Have available various educational materials for use in a mental health curriculum.

B. By the class:

    1. Review the types of professionals and nonprofessional personnel involved in the field of mental health.
    2. Prepare an annotated bibliography on "values."

Suggested Followup Activities:

A. Discussion

    1. How are values transmitted in the school setting?

2. What are the effects of role expectancies on the individual at various stages of development? What is the role of the school? the community?
3. To what degree should the teacher impart her values to the students in class discussions?

B. Panel discussion with representatives, such as politician, economist, clergy, physical scientist, educator, welfare worker, parent, counselor, health professional, as doctor and nurse. What is the relationship of our value system to mental health?

C. Evaluate a TV family dramatization. Did it portray a family situation realistically? Discuss.

D. Summarize the basic problems that may be found at different levels of growth and development. How may they be resolved? How could they have been prevented?

E. Project - If you were asked to be one of the judges for determining "The Best Teacher in the State," what criteria would you suggest for use in addition to academic qualification.

F. Evaluate the mental health programs in your community.

G. Do a self-evaluation study. Are there any changes you would like to make in yourself? Why? How will you go about it?

H. Panel discussion - "Planning for the Future" - Invite a behavioral scientist, an anthropologist, a neighborhood mental hygiene facility worker, an educator, a health professional.

I. Develop a course of study in mental health for a specific grade level.

Sources of Additional Resources:

See videotape #1 in the mental health series, "Variety Show."

Recommended Study Materials:

See videotape #1 in this series, "Variety Show."

STRAND 4

ENVIRONMENTAL AND COMMUNITY HEALTH

"An Apple A Day"

Environmental and Community Health - "An Apple A Day?"

Seven (½-hour videotapes)

For Use With Strand IV, Environmental and Community Health, of the Health Education Curriculum

Sub-Strands
Environmental and Public Health
World Health
Ecology and Epidemiology of Health
Consumer Health

Environmental and Community Health

"An Apple A Day?"

General Information:*

There are seven programs in the series of Environmental and Community Health on the topics of (1) Environmental Health, (2) Public Health, (3) World Health, (4) Epidemiology, and (5) Consumer Health. The latter two consist of two programs each.

Although each program is self-contained, it is most desirable that the programs be used in conjunction with a well-planned program of inservice training. This program is intended to be used by:

(1) Elementary school teachers

(2) School administrators at all levels

(3) Secondary school teachers who have a minor role in health education of pupils.

Purpose:*

1. To provide teachers with the nature of the content of Strand IV of the New York State Syllabus.
2. To provide teachers with suggestions of the content and how this may be implemented most effectively in schools.
3. To alert school administrators to the urgent necessity for schools to begin to accept a partial responsibility for the environmental health hazards existing in our society.

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*From Study Notes in the videotape series prepared by the State University of New York for the Bureau of School Health Education of the New York State Education Department in cooperation with the New York State Department of Health.

Title: ENVIRONMENTAL HEALTH (Videotape 1)

Purpose:

1. To understand current environmental health problems in light of historical aspects of man's attempt to control his environment.
2. To understand methods of dealing with environmental health problems, including the role of education.

General Content:*

In this program, discussion revolves around the historical considerations relative to environmental health problems and how man recognized and controlled them. Also highlighted are the kinds of environmental health problems that exist today and the measures society is taking, or should take, to correct them. Attempts are made to show how the kinds of problems are identified, the role of education in dealing with them, and what techniques teachers and schools use to develop an awareness and a sense of responsibility in individual students.

The program also illustrates how modern society faces these challenges and the urgent need to act now! The implication is that schools have a major role to play.

Suggested Preparation for Videotape Presentation:

A. By the class:

   1. Make a list of current environmental health problems in the community, in the State, in the United States. Why are they considered problems?
   2. Review five leading causes of death by age groups in the community, in the State, in the United States; of illnesses. To what extent may the environment, such as air pollution, have been a contributory factor?
   3. Review the structure and function of the body systems. Be prepared to discuss how environmental health problems affect the body.

B. By the instructor:

   1. Have available charts showing the leading causes of morbidity and mortality by age groups in the United States.
   2. Discuss some of the conditions of the body that may be aggravated by various environmental health problems, e.g., air pollution and respiratory diseases.

Suggested Activities Following the Videotape Presentation:

1. Discuss what is being done in your community to prevent or control specific environmental health problems.

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*From Study Notes

2. Have available copies of legislation, e.g., local ordinances related to air pollution, Federal legislation.

Suggested Followup Activities:

1. Discuss the changes that have occurred in community health programs since 1900. What have been the influencing factors? What recommendations for change should be made in existing programs to improve environmental health conditions?
2. Discuss the interrelationship of the physical, mental and emotional, and social components of the environment affecting health.
3. Discuss possible health problems of the space age, e.g., prolonged periods of weightlessness, confinement, etc.
4. Invite a representative from the State Health Department to discuss the topic: Current problems and projected plans for an environmental health center (if any).
5. Investigate the method of garbage and trash disposal in your community.
6. Invite a representative from the New York State Conservation Department to discuss the topic - "Promotion and Preservation of Natural Resources."
7. Visit an industry:
    a. Obtain information on the health program.
    b. Discuss methods to control pollution - e.g., air, water.
8. Write a paper - Topic: "The Economics of Air Pollution."

These supplementary aids have not been evaluated. The list is appended for teacher convenience only and teachers in the field are requested to critically evaluate the materials and to forward their comments to the Curriculum Development Center.

ENVIRONMENTAL AND PUBLIC HEALTH*

Multimedia Resources (K-12)

TEACHER REFERENCES

BOOKS

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_____"Mental health in the environment of the metropolitan area of the future." Porterfield, J.D. 44:489. April 1958.

_____"The national mental health program." Felix, R.H. 54:1804. November 1964.

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_____"There's something in the air; in the U.S.A.; in the world." Cousins, N. 50:28-9. January 28, 1967.

_____"What ever happened to the great outdoors?" Stegner, Wallace. May 22, 1965.

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PAMPHLETS

New York State Action for Clean Air Committee, 105 East 22nd Street, New York, N.Y. 10010. "Another problem solved." (Pollution from 6 million motor vehicles in New York State.)

New York State Department of Health. The Division of Air Resources, 84 Holland Avenue, Albany, New York 12208. "Action for clean air."

_____"Preserving our air resources."

_____"The story of water supply."

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Lathrop, D.P. Let them live. New York. Macmillan Co. 1951. (Small amount of ecology and interdependence of animals).

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Lewis, Alfred. Clean the air. New York. McGraw-Hill. 1965. (Some chemistry but good illustrations).

Otto, J.H., Julian, C.J., & Tether, J.E. Modern health. Rineheart and Winston. 1967.

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Vaughn, F.C. Health and safety for you. McGraw-Hill Book Co. 1969.

Wise, William. Killer smog. New York. Rand McNally. 1968. (Somewhat advanced but very readable).

AUDIOVISUAL AIDS

FILMS

All requests for the following films should be addressed to:

Film Library Supervisor
Office of Public Health Education
New York State Department of Health
84 Holland Avenue
Albany
New York 12208

"Air pollution, everyone's problem." 20 min. Color.
The story of air pollution, its causes, and effects.

Crisis on our rivers." 13 1/2 min. Color.
This up-to-the-minute film deals with a problem common to every state in the Union - stream pollution. It emphasizes that water pollution is the responsibility of every citizen. Narration done by TV personality John Daly.

"A decent burial." 12 1/2 min. Color.
This is an entertaining sound-color film explaining the simplicity, effectiveness, and economy of the sanitary-landfill method of refuse disposal.

"Every drop a safe one." 10 min.
Illustrates the danger of drinking water from streams exposed to pollution.

"The first mile up." 28 min.
This film is a study of the current air pollution problem. Factors involved in air pollution are discussed.

"Health and the cycle of water." 20 min.
Dramatic interest is supplied in this film by the trials and tribulations of the citizens of a hypothetical small town in the 1890's when stream pollution was more the rule than the exception.

"A healthier place to live." 12 min.
Stresses the basic principles of environmental sanitation and taken in a typical domestic seasonal farm labor camp. A story of actual camp life demonstrating practices families can use to stay healthier.

"It's your decision - clean water." 14 1/2 min. color.
This animated color motion picture stresses the need for immediate community action to ensure abundant supplies of clean water for the future.

"Keep 'em out." 10 min.
Shows how rats spoil food, destroy biuldings, spread disease. Demonstrates control measures by poison, trapping, and rat-proof construction of buildings.

"Key to progress." 20 min. color.
This film is an excellent presentation of community efforts to obtain a sewage treatment facility.

"Municipal sewage treatment processes." 13 min.
An excellent informative film depicting the basic methods of sewage treatment used to prevent sewage from polluting streams or becoming a health menace.

"Safe drinking water from small water supplies." 11 min.
The unsafe features of bored, driven, and drilled wells illustrated diagrammatically and in pictures together with the correct and safe methods of installation and design. Intended primarily for rural areas.

"The third pollution." 23 min. color.
This film demonstrates and explains how burning refuse contributes to air pollution, and how dumping refuse contaminates water.

"Water." 14 1/2 min. color.
The general problems related to worldwide water needs and availability are presented in this United Nations-sponsored film. It shows the need for cooperation among countries for a common goal.

"The waters around us." 25 min.
A documentary film dealing with the problem of water pollution as it affects the city of New York.

"Wise use of water resources." 13 1/2 min. color.
Live science photography diagrams and animation explain and illustrate concepts relating to properties of water; its abundance; its value as a natural resource;and its use for consumer supply. Conservation methods are emphasized throughout the presentation.

"With each breath." 28 1/2 min. color.
This film,narrated by Hume Cronyn, deals with issues involved in the fight for clean air. While it dramatizes and documents the story of New York State Air Pollution Control Program, it also views the problem of air pollution in a national context.

OTHER FILMS

"Air pollution - take a deep breath." 54 min. color. ABC. McGraw-Hill.

"Auto, U. S. A." 25 min. Dynamic Films, Inc., 405 Park Avenue, New York, New York.

Shows how the record-breaking increases in motor vehicles and the resultant traffic congestion are threatening the economic and social health of our communities.

"Breathe at your own risk." 58 min. Communicable Disease Center (Audiovisual). Atlanta 22, Georgia.

Shows scenes of air pollution at its worst from Los Angeles to New York.

"Clean waters." 24 min. color. General Electric, 113 South Salina St., Syracuse, New York.

A forceful story of the $100,000,000 annual loss due to pollution of our water supply.

"Good riddance." 29 min. color. Ohio River Valley Water Sanitation Commission, 414 Walnut St., Cincinnati 2, Ohio.

The dangers of pollution to city water supply systems, recreational areas, to fish and wildlife are dramatically illustrated.

"New air for New York." 13 1/2 min. color. Association Films, Inc., 374 Madison Ave., New York 17, New York.

"Our poisoned air." 58 min. Communicable Disease Center (Audiovisual), Atlanta 22, Georgia.

Answers: What is air pollution? What does it do to (us and our environment?) What is being done to control air pollution? What further action is required?

"The poisoned air." 50 min. color. CBS. Carousel Films, Inc., 1501 Broadway, New York 36, New York.

"Problem with water is people." 30 min. color. NBS. Syracuse University.

"Radiation in perspective." 43 min. color. U. S. Department of Agriculture, Office of Motion Pictures, Washington, D.C.

Beneficial uses of radioactive materials in medicine, research, industry, and other fields are explored in this film and the health hazards of radiation exposure explained.

"Regulation of atomic radiation." 28 min. color. U.S. Atomic Energy Commission, 376 Hudson St., New York 14, New York.

The film shows the ways in which radiation sources are regulated to design, construction, and wage. The safe handling and disposal of radioactive wastes are shown.

"River watchers." 18 min. color. Ohio River Valley Water Sanitation Commission, 414 Walnut St., Cincinnati 2, Ohio.

The role of those who inspect the Ohio River Basin to prevent and eliminate water pollution in Ohio and eight neighboring states is shown in this film.

"Sources of air pollution." "Effects of air pollution," "Control of air pollution." Communicable Disease Center, Atlanta 22, Georgia. Three five-minute, 16 mm. motion pictures produced by the Division of Air Pollution. color. sound. TV cleared 1962.

As concise introduction to the air pollution problem, each of these films is designed to acquaint the viewer with the relationship between our modern, technological way of life and air pollution.

"The water famine." 54 min. b&w. CBS. Carousel Films, Inc., 1501 Broadway, New York 36, New York.

"Water: friend or enemy." 9 min. color. Walt Disney Productions, Inc. 500 Buena Vista St., Burbank, Calif.

Indicates that water can be a friend to man if proper precautions are taken to see that it is pure.

FILMSTRIPS

"Making water safe to drink." McGraw-Hill Book Company.
"Water safe to drink." Popular Science.
"The water we drink." Young America Films.

ADDITIONAL CURRICULUM MATERIALS

"Air pollution experiments for junior and senior high school science classes." edited by Hunter, D.C., P.E., & Wohlers, H.C., Ph.D., Chairman. Education Committee, Mid-Atlantic States Section, Air Pollution Control Association. 1968.

"Land for learning." Informational material. A Supplementary Educational Center for Environmental Education. Tivoli Lakes Nature Study Sanctuary, Philip Livingston Junior High School, Albany, New York.

"People and their environment." Teacher's Guide to Conservation Education. Grades 1-12. The J.G. Ferguson Publishing Co., 227 Park Ave., New York 10017. Jan. 1969. (A series of guidebooks).

"Well of the world." A one-act play by Joan Vail Thorne. Written and produced for the New York State Department of Health. (Dramatizes the importance of pure water).

SOURCES OF ADDITIONAL MATERIALS AND INFORMATION

Public Health Service Publications - the following publications may be obtained from the Federal Water Pollution Control Administration, Washington, D.C.:

"Clean water - a chart book of America's water needs, 1900 - 1980."
"Clean water is everyone's business." Pub. No. 11 - 1950.
"Environmental health problems." Report of a Committee to the Surgeon General. Pub. No. 908.
"Focus on clean water - an action program for community organizations." Pub. No. 1184 - 1964.
"The living waters." Pub. No. 265.
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    Division of Pure Waters, 84 Holland Ave., Albany, New York 12208.
    Division of General Engineering and Radiological Health - This division is divided into five bureaus, each of which

is located at 845 Central Ave., Albany, New York 12206.

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Bureau of Hospital and Institutional Engineering
Bureau of Radiological Health
Bureau of Solid Wastes, Engineering and Community Environmental Health
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Title: PUBLIC HEALTH (Videotape 2)

Purpose:

1. To understand the meaning of public health.
2. To understand the role of public health agencies in the community.
3. To understand the scope of public health activities.

General Content:*

The importance for public health action as opposed to purely individual action in regard to many health problems is clearly indicated. Some of the vital issues presented are: (1) the nature of preventive measures, (2) how education plays a vital role in public health success, (3) research as the backbone of all public health activity, and (4) the need for proper treatment measures and facilities.

Effort is made to emphasize the varying kinds of public health agencies combating disease. Important factors such as the levels of public health, the role of each level, kinds of agencies, and the responsibilities are indicated. The complexity of public health today is presented, along with distinctions between voluntary and official agencies and their moral and legal responsibilities.

Suggested Preparation for Videotape Presentation:

A. By the class:

1. Prepare a list of voluntary and official health and related voluntary and official agencies in your community. Describe their functions and activities.
2. Prepare a list of professional workers in the public health field. Describe their functions.

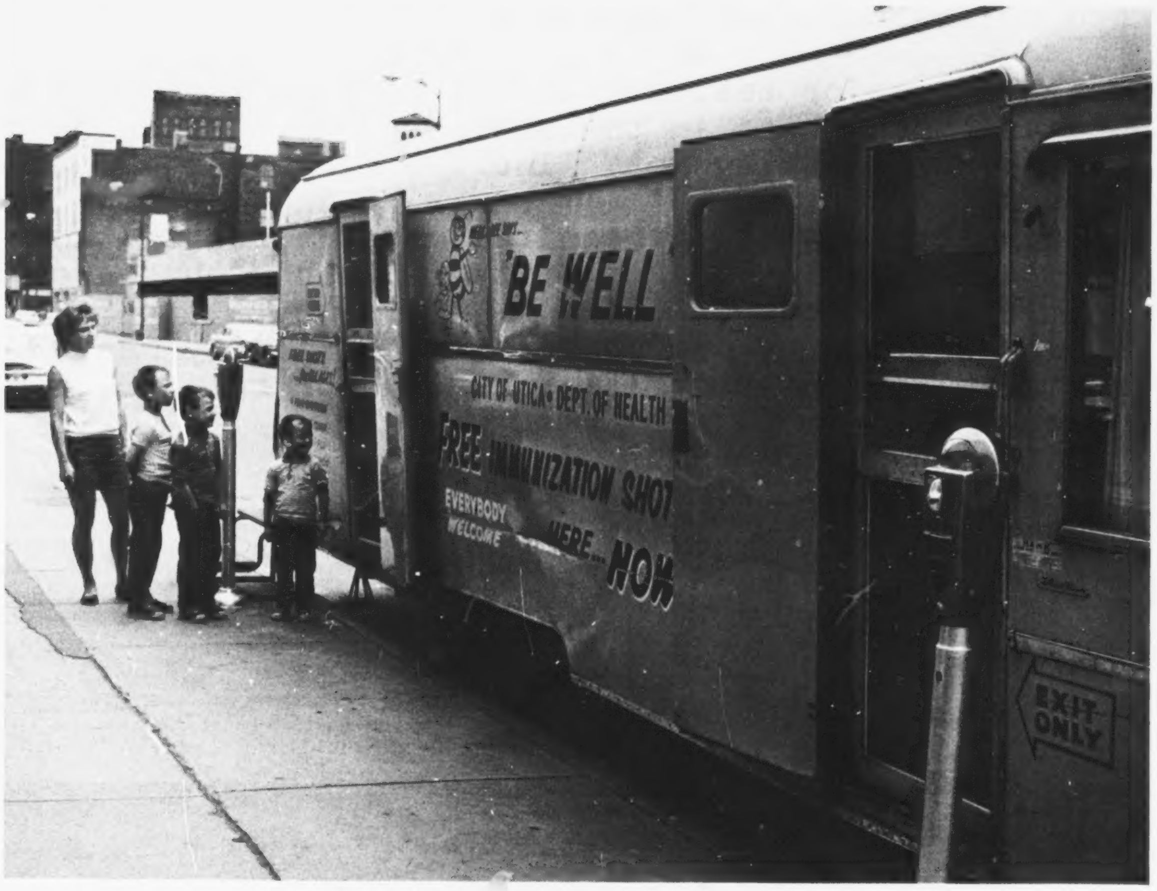
B. By the instructor:

1. Have available relevant legislation, e.g., the New York State Sanitary Code.
2. Have students collect literature available from various voluntary and official agencies.
3. Have available copies of research studies done by public health agencies, e.g., the State Health Department, or their educational activities.

Suggested Activities Following the Videotape Presentation:

Discuss some of the recent community educational programs of the public health agencies in your community.

*From Study Notes


"BE WELL"
CITY OF UTICA • DEPT. OF HEALTH
FREE IMMUNIZATION SHOT
EVERYBODY WELCOME HERE... NOW
EXIT ONLY

N.Y.S. Health Photo by A. Scherer

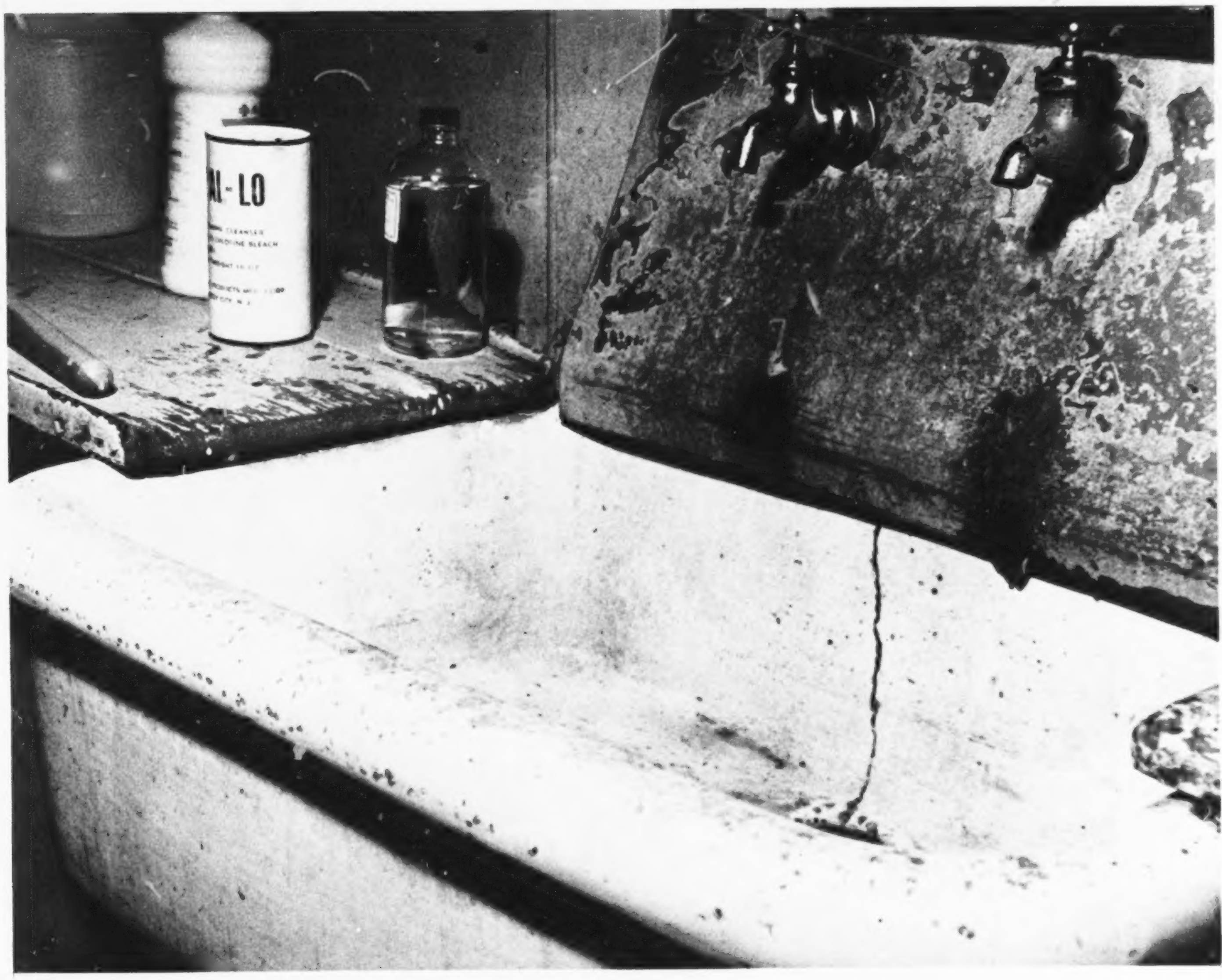
N.Y.S. Health Photo by M. Dixson

Suggested Followup Activities:

1. Compare the major health problems in your community with the State and with those in the Nation. How, and to what extent, are these needs being met? Include such groups as the aged, the poor, etc.
2. Have committees visit a hospital and several of the public health agencies in the community. Discuss the interrelationship of the groups.
3. Discuss the role of the school in a community health program.
4. Visit a voluntary or official health (or related) agency in your community.

References:

See videotape 1.



Title: WORLD HEALTH (Videotape 3)

Purpose:

1. To understand the nature of the major health problems existing throughout the world.
2. To understand the activities of the World Health Organization.
3. To understand the importance of education in the prevention and control of health problems.

General Content:*

The kinds of world health problems existing, how they affect people in this country, our individual responsibility, how these problems are identified, and the kinds of actions taken by governments are given special attention. Such problems as diseases (malaria, trachoma, etc.), nutritional deficiencies, mental health, and sanitary conditions are presented. Reference is made to the World Health Organization, its nature and scope of activity being emphasized.

Why world health problems are more significant today with increased travel is discussed. In relation to prevention and control of these major problems, some consideration is given to the role of education (formal and mass media).

Suggested Preparation for Videotape Presentation:

A. By the class:

   1. Write a paper: Topic - "The role of education in the promotion of health."

B. By the instructor:

   1. Have available several references on family life in other countries.
   2. Have available a world map.
   3. Have available literature on international health organizations.
   4. Prepare displays of various health problems existing throughout the world.

Suggested Activities Following Videotape Presentation:

Ask class members who have traveled outside the United States to:

1. List the types of immunizations they had to receive before leaving.
2. Discuss any health precautions necessary in the country of visitation.

*From Study Notes

Suggested Followup Activities:

1. Invite a representative from the World Health Organization, Peace Corps, or comparable organizations to discuss the scope, prevention, and control of existing health problems.
2. Panel discussion - select a specific health problem, e.g., malnutrition, and discuss its effects in selected countries. Consider such factors as economic level, cultural influences, family structure.
3. Compare the health status of the United States with that of several selected countries.
4. Prepare visual aids, such as charts, maps, graphs, etc., showing the health status of selected countries in various aspects, e.g., communicable diseases.
5. Field trip: United Nations.
6. Develop a teaching unit for a specific grade level on world health.
7. Committee report on the following topics:
    a. The cultural influences on health
    b. The functions and activities of international agencies involved in health programs.

Additional Resources:

1. American Public Health Association
World Health Documents
1740 Broadway
New York, New York 10019

WORLD HEALTH*

Multimedia Resources (4-12)

TEACHER REFERENCES

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  - World of plenty. 45 minutes.
- Care, Inc.
  - Physician to the world. 11 min.
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  - The secret hunter. 28 min.
- Encyclopedia Britannica Films.
  - Mosquito. 10 min.
- Indiana University. Audiovisual Center.
  - Assignment children. 20 min. color.
  - Born equal. 11 min. black & white.
  - Eternal fight. 22 min. black & white.
  - Health in Greece. 11 min. black & white.
  - Rural nurse. 19 min. black & white.
  - Somewhere in India. 14 min. black & white.
  - The children. 11 min. black & white.
  - The jungle and the plow. 28 min. color.
  - Water for people. 11 min. black & white.
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  - The United Nations Educational and Scientific and Cultural Organization. 18 min. black & white.
- Pan American Sanitary Bureau. 525 23rd Street. N.W. Washington, D.C.
  - False friends. 10 min. color.
  - People like Maria. long version. - 47 min. short version - 28 min. black & white.
  - To your health. 10 min. color.
  - Water. 14 1/2 min. color.

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Extension.
Some African diseases. 14 min. color.

SOURCES OF ADDITIONAL MATERIALS AND INFORMATION

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World Health Publications. 1501 New Hampshire Avenue. N.W.
Washington, D.C. 20006.
World Health Organization. Division of Information, Geneva,
Switzerland.

Title: THE BATTLE AGAINST DISEASE (Videotape 4)

Purpose:

1. To know the historical basis of the development of the epidemiological approach to the prevention and treatment of disease.
2. To understand the interrelationship of ecology and epidemiology in disease.

General Content:*

This program shows how a knowledge of the historical nature of disease assists in modern approaches to disease control and prevention. Clearly indicated is the progress made through the eforts of man to understand disease -- showing how both successes and failures make their contribution.

Attention is given to the ecological nature and the epidemiological significance of disease. The program also shows how the host interacts with the agent, the agent with the environment, and these with each other. Other causative factors in disease, such as age, sex, and occupation, are presented.

Suggested Preparation for Videotape Presentation:

A. By the class:

    1. Prepare a list of reportable diseases according to age levels.
    2. List agents involved in the development of disease.
    3. Know the following terms frequently used when referring to the origin or causation of disease or other conditions: congenital, hereditary, familial.
    4. Visit a health department:
        a. ascertain the kinds and functions of various units.
        b. obtain information on the collection and significance of vital statistics.

B. By the instructor:

    1. Display materials showing various types of environmental health problems.
    2. Have available research studies on various conditions, such as cancer, emphysema, suicide, accidents, aging.

*From Study Notes

BITES The Dust
Y MEASLES SHOT
from the
.C. HEALTH DEPT.
ITES The Dust
Y MEASLES SHOT
from the
Y.C. HEALTH DEPT.

N.Y.S. Health Photo

Suggested Followup Activities:

1. Survey the community for the types of health and related services available.
2. Discuss the multiple causation of disease; stress theory.

Additional Resources:

1. American Public Health Association
2. United States Department of Health, Education and Welfare
3. New York State Health Department
4. New York State Department of Conservation

References

See videotape 1.

N.Y.S. Health Photo by M. Dixson

Title: EPIDEMIOLOGY (Videotape 5)

Purpose:

1. To know the basic principles of epidemiology.
2. To understand the use of epidemiological principles in the teaching of health education.
3. To understand the interrelationship of ecology and epidemiology in the health of man.

General Content:*

The viewer is shown that the basic principles related to epidemiology are related to effectiveness in health teaching. That is, the principles of epidemiology can and should be applied as possible educational methods in health education.

The main ideas of this program revolve around: (1) the basic principles of epidemiology, (2) the basic principles of ecology, and (3) how these are related to each other. Such factors as the mechanics of epidemiology (methods and uses) are given attention. The ecological factors presented include the physical environment, the biological environment, the emotional and the cultural environments. The concept that a knowledge of all aspects of man is essential if he is to progress to improved living is given considerable attention.

Suggested Preparation for Videotape Presentation:

A. By the class:

   1. Know the methods of keeping statistics.
   2. Compare the vital statistics of 1900 with the most recent date available on such items as the morbidity and mortality rates, infant death rates, maternal mortality rate, birth rates, life expectancy.

B. By the instructor:

   1. Prepare charts comparing the health status of the American people in 1900 with the present, i.e., mortality rates, maternal death rates, population, infant death rates, life expectancy, etc.
   2. Have available the literature of community agencies involved in environmental health problems.
   3. Have available literature on the health status of lower economic families.
   4. Have available legislation, e.g., Clean Air Act of 1963 and amendments, The Air Quality Act of 1967.

*From Study Notes

N.Y.S. Health Photo by M. Dixson

COMMON VARIATIONS IN THE NEONATE

N.Y.S. Health Photo

Suggested Activities Following the Videotape Presentation:

1. Review the epidemiological method.
2. Discuss the importance of a knowledge of the physical, biological, and behavioral sciences in teaching health education.

Suggested Followup Activities:

1. Discuss the significance of the findings given in vital statistics according to sex, age, socioeconomic status, etc. Compare the health status of the white and nonwhite population; low-income and middle income groups.
2. Discuss the role of attitudes, beliefs, and knowledge in determining man's behavior, especially as it relates to health affairs. Consider such items as the socioeconomic status, ethnic groups, etc.
3. Invite a psychologist or psychiatrist to discuss the topic: The psycho-social factors involved in the individual's health status.
4. Project: Do a comparative study of health problems in two or more selected countries. State the problems involved in preventive and control programs. Recommend solutions to the health problems.
5. Invite a State Health Department Health Guide, representative from a local Community Action Program, etc., to discuss the health of the low-income groups.
6. Develop a health teaching plan for low-income neighborhoods. Suggest ways of implementing the plan.

References:

See videotape 1.

Title: PROTECTING THE HEALTH CONSUMER (Videotape 6)

Purpose:

1. To understand the measures used in protecting the health consumer.
2. To understand the importance of the need for informed consumers.
3. To understand the roles of various agencies in protecting the health consumer.

General Content:*

How the consumer is protected from misleading and fraudulent practices is given major emphasis. Such factors as the role of the various agencies, federal and local, the kinds of legal protection through legislation, and the important role of education are given considerable attention. The degree of effectiveness of each of these measures is presented, along with the kinds of problems with which each agency may be faced.

Since purchasing is an individual act, emphasis is placed on the importance of an informed public and how each person may become better informed regarding the items he may wish to buy. Some attention is given to the kinds of educational programs schools may wish to implement. There is, for example, reference made to the need for a well-planned adult health education program.

Suggested Preparation for Videotape Presentation:

A. By the class:

   1. Be prepared to show the relationship between the production of goods and services and consumer demand.
   2. Prepare a list of various groups, governmental and nongovernmental agencies involved in protecting the health consumer.

B. By the instructor:

   1. Have legislation available pertinent to the health consumer, e.g., Federal Food and Drugs Act, New York State Health Code, Federal Trade Commission.
   2. Prepare a list of common misconceptions held about health.

Suggested Activities Following Videotape Presentation:

1. Discuss the harmful effects of fraudulent health practices.
2. Discuss ways in which the public can be made more informed consumers of health services and products.

*From Study Notes

Suggested Followup Activities:

1. Do a comparative content and cost study of various products, such as dentifrices, eye washes, cold remedies, etc.
2. Survey common household products, such as cleaning agents, medicines, antiseptics, etc. Which of these have "precaution labels"? Where are they kept? What precautions are taken to prevent accidental poisoning of family members?
3. Survey local drugstores, drug counters in department stores and supermarkets. Note whether or not medical advice is given by unqualified personnel. If so, record.
4. Ascertain whether or not there is a difference in the type of advertisements according to such factors as age, sex, region in the country, etc.
5. Develop criteria for the evaluation of health products.
6. Analyze newspapers, radio and television advertisements, etc. Classify the advertisements according to those which are misleading, those which may be fraudulent. Give reasons for your decisions. To what groups in the population are the advertisements geared? What techniques are used? What kinds of appeal are being made.

References:

See videotape 1.

These supplementary aids have not been evaluated. The list is appended for teacher convenience only and teachers in the field are requested to critically evaluate the materials and to forward their comments to the Curriculum Development Center.

CONSUMER HEALTH EDUCATION*
MULTIMEDIA RESOURCES

Books

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Smith, R.L. Health hucksters. Thomas Y. Crowell. New York. 1960.

_____The bargain hucksters. Thomas Y. Crowell. New York. 1962.

Trump, Fred. Buyer beware. Abingdon Press. New York. 1965.

Young, J.H. Toadstool millionaires--a social history of patent medicine in America before Federal regulations. Princeton University Press. Princeton, N.J. 1961.

Pamphlets

*Recommended for elementary school student use

American Cancer Society. I have a secret cure for cancer.

American Dental Association
  *The care of children's teeth
  *Toothbrushing

American Dietetic Association
  Food facts talk back
  Food mis-information (kit)

American Medical Association
  Beware of health quacks
  Chiropractic : the unscientific cult
  Data sheet on National Health Federation. Department of Investigation. 1966.
  Defense against quackery
  Did you know that? (chiropractic)
  Eight ways to cut your doctor bills
  Facts on quacks (question and answers on different forms of quackery)
  Food faddism and false claims - resource unit
  Health quackery
  How to be a better patient
  Let's use, not abuse health insurance

  - Mechanical quackery
  - Merchants of menace
  - Nostrums and quackery
  - Proceedings - 2nd and 3rd National Congress on Medical Quackery
  - Resource unit for senior high school
  - Take stock of your assets (import of good health insurance plan)
  - *Something can be done about acne
  - Vitamin supplements and their correct use
- Arthritis and Rheumatism Foundation
  - Arthritis quackery today
  - Quackery in arthritis
  - Reprint - "The hucksters of pain." Saturday Evening Post. Aug. 24, 1963.
- Better Business Bureau
  - *Bait ads that hook your dollars
  - Don't fall for these gimmicks
  - Facts you should know about health quackery
  - Facts you should know about your Better Business Bureau
  - The old-time medicine man
  - They can't get it for you wholesale
- Channing L. Bete Co.
  - About extended care (Medicare)
  - Medicare and you; how it helps pay hospitals and doctors' bills after 65
  - What everyone should know about health insurance
- Cooley, Donald. Beware of "health quacks." Birk and Co., Publishers. New York. 1962.
- Federal Trade Commission
  - Guides against bait advertising
  - Investigate, stop, look says Federal Trade Commission
  - Let's join hands to prevent consumer deception
  - The consumer's right to know; political rhetoric or economic reality?
- Health Insurance Institute
  - Policies for protection
  - Our family's health insurance: do we know the answers?
  - The new abc's of health insurance
- Medical Society of the State of New York. Proceedings of the New York State Congress on Health Quackery.
- Metropolitan Life Insurance Company
  - Profile of a practicing physician
  - *What's in your medicine chest?
- National Tuberculosis Association
  - *Ways to keep well and happy
- New York College of Home Economics. Nutritional sense and nonsense.
- Public Affairs Committee
  - A consumer's guide to health insurance plans
  - Making medical care better
  - Medicare - benefits and gaps; social security; your rights
  - The arthritis hoax
  - The Blue Cross story
  - The story of Blue Shield
  - Science vs. chiropractic

United States Department of Health, Education and Welfare
Public Health Service
Consumer Protection and Environmental Health Service

Food and Drug Administration
Consumer Specialist
26 Federal Plaza, Room 836
New York, New York 10007

or

Consumer Specialist
599 Delaware Avenue
Buffalo, New York 14202

United States Public Health Service
Inquiries Branch, Washington, D.C. 20201

PHSP	559	The Cancer Quacks
PHSP	375	Cancer: What To Know, What To Do About It
		From Hand to Mouth

United States Post Office Department
How the Postal Inspection Service protects you against mail fraud
Mail fraud

FDA Fact Sheets

CSS D2	Drug Side Effects
CSS D3	Medicine: Prescription and Over-the-Counter
CSS D4	Some Questions and Answers About Medicines
CSS D5	Oral Contraceptives
CSS D6	Self-Medication
CSS D7	Rainbow Pills
CSS D10	Thalidomide
CSS C1	Cosmetics
CSS G3	How the Consumer Can Report
CSS G5	Prices
CSS G7	Quackery
CSS G10	Informational Materials

United States Government Printing Office
Things to know about Medicare

Food and Drug Administration material:

Pub. 2	- Requirements of the U.S. Food, Drug and Cosmetic Act	$.25
Pub. 5	- Facts for Consumers-F.D.A. Approval of New Drugs	.15
Pub.44	- How Safe Are Our Drugs?	.15
Pub.45	- Young Scientists Look at Drugs	.15
Pub.46	- The Use and Misuse of Drugs	.15
Pub.52	- Drugs and Your Body	1.00

Periodicals

*Excellent source - yearly subscription recommended
**Recommended for elementary school use

Business World. "FTC gets a Nader needling." January 11, 1969.
*Changing Times
"Don't get hooked by these mail frauds." July 1968.
"Gyps and swindles and schemes." June 1965

"New look in consumer protection." November 1966.
"The great packaging scandal." November 1961.
"What the health hucksters are up to now." September 1964.
*Consumer Report - with yearly buying guide. Subscriptions $6 per year, available through Consumer's Union. Mount Vernon, N.Y.
"Beware of mailman bearing gifts." November 1968.
"Let the reader beware." October 1965.
"Prescription for the FDA: a new dose of courage." August 1966.
*FDA Papers - FDA official magazine. Subscription, $5.50 per year, available through U.S. Government Printing Office.
Good Housekeeping
"Our daughter was a victim of the world's cruelest hoax." November 1965.
"The medical dispute about treatment by chiropractors." May 1967.
"Unproven cancer cures that give false hope." May 1968.
"What's new at the institute? Lots of things. September 1965.
Journal of School Health
"Consumer education for the young buyer." March 1967.
"Education - a weapon against quackery." January 1964.
"Educational defenses against quackery." March 1968.
"Educational resources against quackery." November 1967.
"Some possible psychological dynamics of consumer health misconceptions." August 1968.
"The educational approach to the question of quackery." March 1964.
New Republic. "Protecting the consumer." January 4, 1969.
New York State Health News
"Food fakers flourish." March 1967.
"People, pain and promoters." December 1967.
"Public health and the consumer." January 1968.
"Quackery, old and new." March 1967.
PTA Magazine. "Quack and the dead." October 1968.
Reporter. "Vitamin healers: career of C. Fredericks." December 16, 1965. Discussion, January 13, 1966.
Saturday Evening Post. "New traffic in cures for cancer." February 10, 1968.
Science. "F. D. A.'s edict: patients, non profits, come first." April 15, 1966.
Science Digest. "Quacks, the would-be MD's who can harm you." January 1969.
Seventeen. "How to spot a fraud." April 1968.
Time. "Psychic surgery; A.M.A. conference on quackery." October 18, 1968.
*Today's Health
"A.M.A. - F.D.A. rap diet pill fad." April 1968.
"Amazing facts about a crusade that can hurt your health." October 1966.
**"Do cold cures really work?" January 1961.
"Doctor Abrams, dean of machine quacks." April 1966.
**"Doctors who helped win the west." September 1964.
**"Do-it-yourself doctors of the old west." October 1963.
"Face burners." June 1966.

"Facts on quacks." February 1968.
"Facts on quacks: how to lose weight without diet, and other myths." November 1967.
"Fighting the space-age quackery." symposium. December 1966.
"Food, fads, and frauds." January 1969.
"Foreign quacks menace Americans." January 1969.
"Golden touch for chiropractors." June 1968.
**"Granny had a cure for everything." May 1963.
"Health books: reader beware." March 1969.
"Health insurance for everyone." November 1968.
"Help to the needy through Title 19, Medicaid." November 1967.
"H. E. W. rejects chiropractice." March 1969.
**"How some drugs got their names." April 1961.
**"How the guidance quacks work on your worries." December 1961.
"How to recognize a quack." February 1968.
"Incredible drown case." April 1968.
**"Iron curtain of superstition." April 1961.
"Mail order doctoring still a menace." June 1967.
"Medicare, medical milestone." January 1967.
"Natural remedies for arthritis." November 1968.
**"Quacktitioners in the old west." November 1964.
"Scientology, menace to mental health." December 1968.
"Showcase of charlatanism; national museum of medical quackery." September 1968.
"Strange tales of medical imposters." October 1968.
"The battle for a nation's health." March 1969.
"The four horsemen of quackery - fear, gullibility, deceit and deadliness." January 1965.
**"The plaeface medicine men of the frontier." March 1964.
"The truth about magic ingredients." January 1967.
"Who's to blame for nutrition nonsense?" May 1967.

Suggested Audiovisual Materials

Films
*Recommended for elementary school use

A reason for confidence. Free short-term loan from National Audiovisual Center (Annex), Station K, Atlanta, Ga. 30334. Attn: Distribution. 28 min. color.
Shows how F.D.A. works to assure consumer of safe drugs and foods.

Dialogue with life. Modern Talking Picture Service, 1212 Avenue of the Americas, New York, N.Y. 10036. 26 min. b&w.
Shows advances made in health care and health insurance.

Choosing a doctor. McGraw-Hill Films, 330 West 42nd St., New York. 16 min. b&w.
Stresses importance of choosing a doctor before illness strikes. (local or state health departments)

Even for one. Sterling Movies. 28 min.
Describes the service of a general practitioner. (local or state medical society)

Fraud fighters. McGraw-Hill Films, 330 West 42nd St., New York. 17 min.
Shows how government agencies maintain supervision over medicines, cosmetics, and other products.

Health careers. Health Career Film Service, 13 East 37th St., New York. 13 min.
Documents the theme that health is a community affair.

Journey into medicine. United World Films, 1445 Park Ave., New York. 36 min.
Insight into training in medicine and public health.

Man alive. Lederle Laboratories, Pearl River, New York. 10 min. color.
Scientific progress in research from practices of witch doctor to today.

Medicine man. 30 min. color. (free on loan)
Story of quackery in nutrition and agencies that seek to combat this. (local or state medical society)

Misery merchants. Arthritis and Rheumatism Foundation. 10 Columbus Circle, New York 10019. 29 min. b&w.
Arthritis quackery. (local or state health department)

National institutes of health. 24 min. color.
Describes roles, development, and historical background of this agency. (local or state health department)

Not as it was. Sterling Movies. 30 min.
Story of the A. M. A. (local or state medical society)

Nutritional quackery. Associated Film Services, 3419 West Magnolia Blvd., Burbank, Calif. 20 min. color.
Counteracts the conflicting, but sometimes convincing claims of the food faddist.

Quacks and nostrums. 19 min. b&w.
Activities of the modern quacks and groups that protect the consumer. (local or state health department)

Report on bootleg dentistry. (local or state dental society)

*Science and Supervision. Coronet Films.

*Science detectives. Modern Talking Picture Service, 1212 Avenue of the Americas, New York, N.Y. 10036.

Target quackery. Arthritis and Rheumatism Foundation, 10 Columbus Circle, New York 10019.
Arthritis quackery.

The drug debate. Lederle Laboratories, Pearl River, N.Y.
Congressional hearing.

The health fraud racket. Free short-term loan from National Medical Audiovisual Center (Annex), Station K, Atlanta, Ga. 30334. Att: Distribution. 28 min. color.
Shows how to spot quackery in the areas of food, drugs, cosmetics, and medical devices.

*The medicine man. Sterling Movies, Inc.
Too tough to care. Roswell Park Memorial Institute, 666 Elm St., Buffalo. 25 min.
  Designed to deglamorize and debunk cigarette advertising. (free on loan)
To our health. Lederle Laboratories, Pearl River, N. Y. 10 min. color.
  Scientific progress in research from practices of witch doctor to today. (free on loan)
Up in smoke. Roswell Park Memorial Institute, 666 Elm St., Buffalo. 23 min. color.
  A satire on tobacco advertising. (free on loan)
*What is disease? Walt Disney.
*Your skin. Lever Brothers.

Filmstrips

Dollars for health. Institute on Life Insurance, Education Division, 488 Madison Ave., New York 10022.
  Motivates student interest in health insurance. (free on loan)
*Florence Nightingale. Metropolitan Life Insurance Co.
*Louis Pasteur. Metropolitan Life Insurance Co.
*Man's struggle to preserve food. Filmstrip-of-the-Month Club, Inc.
*Marie Curie. Metropolitan Life Insurance Co.
Mechanical quackery. American Medical Association. 15 min. 60 color frames. (local or state medical society)
The exploited generation. Guidance Associates, Pleasantville, N.Y. 2 full color filmstrips and 2 12" LP records with teacher's manual. $35 a set.
*Walter Reed. Metropolitan Life Insurance Co.

Transparencies

DCA Educational Products, Inc. 4865 Stanton Ave., Philadelphia, Pa. 19144. Inquire regarding prices of sets and individual transparencies and list of local distributors.
  How safe are our drugs? 22 transparencies with teacher's guide.
  Drugs and your body. 21 transparencies with teacher's guide.
  The use and misuse of drugs. 20 transparencies with teacher's guide.
Robert H. Brady & Co., 130 Q St., N.E. Washington, D.C. 20002. Inquire regarding prices of transparencies and list of local distributors.
  Drugs and your body. 20 transparencies.
Visual Products Division, 3M Co., P.O. Box 3344, St. Paul, Minn. 55101. 20 prepared color transparencies per set, $33 each set or printed originals. $125 each set.
  Analyzing influences on health choices
  Applying health criteria

Areas of specialization in health
*Comparing health choices
*Consumer protection sources
Developing health criteria
Examining non-scientific criteria
Governmental agencies and health
*Hazards of self diagnosis
Health information and mass media
*Influences on health choices
Interpretation of health information
*Professional health specialists

SOURCES OF CONSUMER HEALTH EDUCATION MATERIALS

American Cancer Society, 219 East 42nd Street, New York, N.Y. 10017.
American Dental Association, 222 East Superior St., Chicago, Ill.
American Dietetic Association, 620 North Michigan Ave., Chicago, Ill. 60611.
American Medical Association, 535 North Dearborn St., Chicago, Ill. 60610.
Channing L. Bete Co., Box 112, Greenfield, Mass. 01301.
Consumers' Research, Washington, N.J.
Federal Trade Commission, Washington 25, D.C.
Good Housekeeping Institute, 57th Street at 8th Avenue, New York, N.Y. 10019
Institute of Life Insurance, Education Division, 277 Park Ave., New York, N.Y. 10017
Metropolitan Life Insurance Co., Health and Welfare Division, 1 Madison Ave., New York, N.Y. 10010.
National Better Business Bureau, 230 Park Ave., New York, N.Y. 10017.
National Tuberculosis Association, 1790 Broadway, New York, N.Y. 10019.
New York State Department of Health, 84 Holland Ave., Albany, N.Y. 12208.
Pharmaceutical Manufacturers Association, 1155 15th St., Northwest, Washington, D.C. 20005.
Public Affairs Committee, 381 Park Avenue South, New York, N.Y. 10016.
Superintendent of Documents, Government Printing Office, Washington, D.C. 20402.
The Arthritis Foundation, Inc., New York Chapter, 432 Park Avenue South, New York, N.Y. 10016.
The Proprietary Association, 1717 Pennsylvania Ave., Northwest, Washington, D.C. 20006.
United States Department of Agriculture, Consumer News, Cooperation Extension, Roberts Hall, Cornell University, Ithaca, N.Y.

United States Department of Health, Education and Welfare,
Food and Drug Administration, United States Public
Health Service, Washington, D.C. 20201.
1. Health Services and Mental Health Administration
Office of Information - Public Inquiries
Washington, D.C. 20201.
2. Consumer Protection and Environmental Health Service
Food and Drug Administration
Office of Education and Information
Washington, D.C. 20204.

United States Post Office Department, Washington, D.C. 20260

Title: FRAUDULENT HEALTH PRACTICES (Videotape 7)

Purpose:

1. To understand the distinction between legitimate and fraudulent health practices.
2. To understand the nature of consumer health education.

General Content:*

What is a consumer? What is consumer health? What are fraudulent health practices? Questions like these are given attention. The kinds of health services, both legitimate and quackery are presented. Distinctions between medical, non-medical, para-medical, and quackery are made. Illustrations of each are presented. Also shown is how medical specialists, competent practitioners, and the nonmedical practitioners are obliged to practice within the ethics of their profession.

Considerable attention is given to quackery, its mode of practice, techniques used to dupe the unwary, and the fields of human suffering in which they are most likely to be found. Success in combating ignorance of quackery is based on a well-informed public, cooperation from the people and the professions, laws with teeth, and law enforcement agents to enforce those laws. It becomes obvious that the schools have a major role in informing both young people and adults.

Suggested Preparation for Videotape Presentation:

A. By the class:

   1. Prepare a list of fraudulent health practices of which you are aware.
   2. Be prepared to discuss the psychological factors involved in advertising and consumer health buying.
   3. Distinguish between present-day, and former, quacks and quackery.

B. By the instructor:

   1. Prepare a display showing gadgetry and other methods used in quackery.
   2. Provide copies of various insurance plans for health services.

Suggested Activities Following Videotape Presentation:

1. Discuss how scientific information is distorted in the mass media to mislead or defraud the public.

*From Study Notes

2. Suggest ways in which the gap between scientific information available and transmission of this information to the health consumer can be reduced.

Suggested Followup Activities:

1. Have a representative from the Better Business Bureau discuss its role and activities.
2. Have a panel with representatives from health service agencies, such as a physician, dentist, ophthalmologist, etc., to discuss their role in consumer health education.
3. Evaluate current health services available in the community. Consider such items as geographical location, various socioeconomic groups, types of health care facilities, types of health personnel available.
4. Prepare a resource list of health professionals (medical, i.e. physicians, and nonmedical, i.e., optometrists) who provide health services.
5. Develop a program for "health consumers":
   a. P.T.A.
   b. Parents of Head Start children.
6. Roleplaying: A door-to-door salesman tries to convince the housewife to purchase a product.
7. Discuss the ways in which individuals of different socioeconomic groups view health and health practices.

References:

See videotapes 1 and 6.